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ABSTRACT

The resource guide provides information on 79 exemplary secondary programs serving handicapped youth in seven states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont) and on instructional materials for use in a resource room or learning resource center collection in secondary and vocational education for the handicapped. Project profiles are presented alphabetically under the appropriate state and include the following information: project director, years in operation, cost per child, funding sources, other affiliations, student population, site description, project staff (number of personnel and type of inservice training), and program information (goals and objectives, description of methods and content of instruction, screening and testing, use of community resources, parent involvement, evaluation, and dissemination capabilities). Information (such as publisher, brief description, and cost) is also given on instructional materials in seven content areas--consumer education, driver education, language arts, mathematics, science, self-development skills, and vocational education. In addition, a publisher's index and a table listing programs by state are provided. (SBH)

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ED136502

PROGRAM RESOURCES

FOR

SECONDARY HANDICAPPED

Prepared By:

The Northeast LRS
168 Bank Street
Hightstown, New Jersey 08520

EC 100 017

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INTRODUCTION

The Northeast Learning Resource System (NELRS) is comprised of two BEH funded projects, the Northeast Area Learning Resource Center (NEALRC) and the Northeast Regional Resource Center (NERRC). The system provides support services to state education agencies in the region to assist in achieving the goal of full educational services to all handicapped children. NELRS client states include: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont.

One function of the centers is to provide information about special education methods and materials to clients in the region. This guide represents an effort to systematically gather and disseminate information on resources for education of the handicapped at the secondary level.

In response to a need expressed by the State Departments of Education within the Northeast Region to obtain information on secondary programs for handicapped youth, the NELRS undertook a project to prepare a resource guide of exemplary secondary programs serving handicapped youth in the region.

In order to obtain information on noteworthy secondary programs, we contacted State Departments of Education in each of our seven states and requested that they provide us with the names of people on state, regional, or local levels who were knowledgeable about secondary programs in their state and who could nominate those programs that were exemplary.

We defined exemplary as programs that are identified as distinct and that in comparison to others of a similar type are considered:

1. Successful in terms of increasing competencies of handicapped students, thereby reducing their level of dependency.
2. Comprehensive and/or innovative in the kinds of services offered.
3. Noteworthy in containing components that would be helpful to other states interested in creating new programs or expanding existing ones.

We requested that people nominate a wide range of programs including all types and settings from resource rooms to vocational centers. We wanted to include programs that were public or private, local, regional, or state operated. We wished to obtain information from programs that would represent all handicapping conditions and levels of severity and which would include a variety of programming areas from academic and vocational orientations to basic skills training.

Upon receiving the names of persons knowledgeable of secondary programs, we contacted these people, first by phone to inform them specifically of the project and to answer directly any questions they might have. This contact was then followed by a letter which repeated the explanation of the project as well as a sample Profile Sheet or questionnaire which contained the questions that would be asked of all programs nominated. A copy of the Profile Sheet is attached.

We tried to make the Profile as comprehensive as possible to include features that would be of importance to those seeking information on particular program components. At the same time we designed the Profile so that its format could be readily adapted to that of the Resource Guide.

Following the receipt of nominations in each state, we contacted by phone all programs recommended to us, informed them of our project and sought to enlist their assistance in helping to share information about secondary programs with others in the region. Again, our contact was followed up with a Profile Sheet and request letter bearing a return date. The number of responses to those requests were quite high. Out of 107 nominations, 81 were returned or a 76% response rate.

This guide does not claim to have included all exemplary programs in the region serving secondary handicapped youth. It is a reflection of those programs recommended to us as noteworthy by educational personnel in each state knowledgeable of secondary programs in special education.

We wish to thank all the people in the region who took the time and made the effort to share information with us so that we might share it with others in the region. It was their hope as it is ours that this Resource Guide will be useful as a source of possible contacts and/or ideas for those interested in initiating, revising, or expanding programs for handicapped youth.

Pegi Thorpe
Social Work Consultant, RRC

Karen Rosen
Education Service Specialist, RRC

PROFILE SHEET

I. PROJECT TITLE PROJECT DIRECTOR

YEARS IN OPERATION: ____________ COST PER CHILD: ______________

FUNDING SOURCES:

INITIAL: ____
CURRENT: ____

OTHER AFFILIATIONS: ____

____

* * *

II. STUDENT POPULATION:

1. POPULATION SERVED: Handicapped ______ Non-Handicapped _______

2. GRADE LEVELS SERVED _____ AND/OR AGES SERVED _____

3. HANDICAPPING CONDITIONS:

physically handicapped ____
emotionally disturbed ____
socially maladjusted ____
learning disabled ____
mentally retarded ____
  educable ____
  trainable ____
  severe ____
multi-handicapped ____

deaf ____
hearing impaired ____
visually impaired ____
blind ____
speech or language impaired ____
perceptually impaired ____
neurologically impaired ____
other ____

4. SEVERITY OF HANDICAPPING CONDITIONS:

mild ____ moderate ____ severe ____

* * *

III. SITE DESCRIPTION:

1. PHYSICAL SETTING:

   a. Rural ____
   b. Urban ____
   c. Suburban ____

   a. Single District ____
   b. Regional ____
   c. State-wide Network ____

   a. Incorporated in regular high school ____
   b. Incorporated in special or self-contained building ____
   c. Other ____

2. INSTRUCTIONAL SETTING:

   a. Self-contained Special Classes ____
   b. Resource Room ____
   c. Regular Classroom ____
   d. Supplemental Instruction ____

3. PROGRAM ORIENTATION:

   a. Prevocational ____
   b. Vocational ____
   c. Academic ____
   d. Other ____

4. SCHEDULE:

   a. Full Day ____
   b. Partial Day/Work Study ____
   c. Partially/Other____

* *

IV. PROJECT STAFF:

1. STUDENT/STAFF RATIO ____________
2. TOTAL NUMBER OF STAFF ____________

   a. administrative staff ________
   b. special classroom teachers ________
   c. resource teachers ________
   d. special education vocational teachers ________
   e. psychologists ________
   f. learning consultants ________
   g. social workers ________
   h. guidance counselors ________
   i. speech therapists ________
   j. physical therapists ________
   k. other ________

3. INSERVICE TRAINING

   a. Required for all staff ____ partial staff ____

b. Recommended for all staff ____ partial staff ____
c. Voluntary for all staff ____ partial staff ____
d. Provided within the building ____ in the district____
at a university ____ other ____

* *

V. PROGRAM INFORMATION:

GOALS AND OBJECTIVES:

DESCRIPTION OF METHODS AND CONTENT OF INSTRUCTION:

SCREENING AND TESTING:

INSTRUCTIONAL MATERIALS:

USE OF COMMUNITY RESOURCES - PUBLIC OR PRIVATE:

PARENT INVOLVEMENT:

POST-GRADUATE PLANNING AND/OR PLACEMENT:

EVALUATION:

1. individual student progress

2. overall program design

DISSEMINATION CAPABILITIES:

OTHER INFORMATION:

CONNECTICUT

THE CELENTANO SCHOOL

PROJECT DIRECTOR:

Frank Limauro, Principal
400 Canner Street
New Haven, Connecticut 06511

(203) 787-0107

YEARS IN OPERATION: 3

COST PER CHILD: $3,000 Approx.
10 Month Program

FUNDING SOURCES:

Federal Grant; New Haven Board of Education

OTHER AFFILIATIONS:

Tuition from students from participating towns adjacent to New Haven

STUDENT POPULATION:

Population Served - 180 Handicapped

Grade Levels Served - Primary, Intermediate, Adult

Ages Served - School Age

Handicapping Conditions - Mentally Retarded (trainable)

Severity of Handicapping Conditions - Moderate

SITE DESCRIPTION:

Physical Setting:

Urban - Regional - Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes

Program Orientation:

Prevocational/Academic

Schedule:

Full Day - Partial Day/
Work Study

PROJECT STAFF:

Student/Staff Ratio - 3/1
Total Number of Staff - 65

Inservice Training:

Required/Recommended for all staff - Provided within building

PROGRAM INFORMATION:

Goals and Objectives: The objectives of the Cooperative and Vocational/ Work Experience Program are to provide training opportunities that may not otherwise be available, to provide training in a specific occupation in which there are available opportunities, and to provide a meaningful work experience program geared to the needs of the students and the community.

Description of Methods and Content of Instruction: The students receive on-the-job training accompanied by study in school which stresses vocational skills. Skills stressed throughout the school's program are self-care skills, language and cognition, perceptual-motor development, personal-social development and training for the future.

Screening and Testing: Students are referred by other agencies. After referral, the planning and placement team meet to discuss the student's program. The team is composed of the principal, school nurse, school psychologist, speech pathologist, teacher, the student's parents or guardian, and the social worker.

Use of Community Resources: The social worker acts as a liaison between family and community by advising the family of community services available and encouraging them to make maximum use of the services.

Parent Involvement: Parents are contacted by the school social worker to discuss the school program and to assess their expectations and concerns about placement. The social worker also encourages parental involvement and participation in the educational program.

Evaluation: Students and their instructional program are frequently evaluated by the Planning and Placement Team to assure that the best match has been found. These evaluations, plus any possible changes in his program and any major problems that might arise, are handled by the Planning and Placement Team which is composed of a school team and a team selected on a systemwide basis from Pupil Services.

Dissemination Capabilities: The social worker interprets and explains the school program to various community agencies.

INDIVIDUALIZED VOCATIONAL EXCEPTION EDUCATIONAL PROGRAM

PROJECT DIRECTOR:

Henry J. Ferri
Gov. T. Welles Bldg.
200 Main Street
Wethersfield, Conn. 06109

(203) 529-7500

YEARS IN OPERATION: 6 COST PER CHILD: $1,850.00

FUNDING SOURCES:

Bureau of Vocational Education
Wethersfield Board of Education

STUDENT POPULATION:

Population Served - 30 handicapped

Grade Levels Served - 10-12

Ages Served - 15-21

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
educable
Visually Impaired
Speech or Language Impaired
Perceptually Impaired

SITE DESCRIPTION:

Physical Setting:

Suburban, Single District, Incorporated in regular high school

Instructional Setting:

Self-contained Special Classes - 3
Regular Classroom - any number for mainstreaming, ascertained by Planning and Placement Team
Supplemental Instruction - as needed and prescribed by P.P.T.

Program Orientation:	Schedule:
Prevocational	Full Day - sophomore year
Vocational	Partial Day/Work Study
Academic	

PROJECT STAFF:

Student/Staff Ratio - 9-10/1
Total Number of Staff - 3

Inservice Training:

Provided within the building
Provided in the district

PROGRAM INFORMATION:

Goals and Objectives: In any year, an appropriate and diversified vocational special education program will be implemented to meet the specified needs of handicapped pupils; In any year, individualized prescriptional programming will be developed for each student; In any year, a team effort will be utilized in order to select the appropriate strategies for each pupil assigned to the I.V.E. Program.

Description of Methods and Content of Instruction: The instructional processes employed are highly individualized and are based on negotiated behavioral objectives for each student. The instructional components consist of language arts, reading, mathematics and a pertinent job training program for each pupil. Also, pupils are mainstreamed into the regular high school program at about 40%.

Screening and Testing: Prior to entry all students must be screened by a Planning and Placement Team. Proper documentation must exist in the form of testing, consisting of psychological, aptitudinal, interest inventory, teacher referral and parental permission. Pupils must also have made some decision on his/her future career plans.

Instructional Materials: Instructional materials being employed are highly individualized and consist of Gillingham, Fernald - Cambridge Spelling and other accepted national materials. However, in the main, instructors are abetted to develop their own materials. Because of this demand by administration, appropriate materials and strategies have been designed to meet the unique affective and cognitive requisites of each student.

Use of Community Resources - Public or Private: As many outside agencies as possible are surveyed, studied, and pursued in order to place pupils and to utilize their expertise in designing a more successful program.

Parent Involvement: Parents are invited to attend each planning and placement team in order to gain a greater understanding of the program and to encourage them to communicate with staff concerning any facet of the program.

Post-Graduate Planning and/or Placement: Students must attain some amount of credits as any other student graduating from high school. Since the inception of the program all students have been placed in a job for which they have been trained. Follow-up has been limited, however, there appears to be subjective data that the program has been successfully meeting its post-graduate goal.

INDIVIDUALIZED VOCATIONAL EXCEPTION EDUCATIONAL PROGRAM (Cont'd)

Evaluation:

1. Individual Student Progress - All students are pre-post tested and will manifest achievement at $p < .05$ level; By June of any year 80% of the students will attain 80% accuracy on 100% of the objectives designed for them; By June of any year, 80% of the students will show a month to month growth in the major skill area.

Dissemination Capabilities: This is accomplished through a report to the Board of Education, Bureau of Vocational Education and Bureau of Pupil Personnel and Special Education Services of the State of Connecticut.

Other Information: The program has been functioning since 1969. Original enrollment was ten. This was increased to thirty as successes were evident because of the program.

LEARNING CENTER

PROJECT DIRECTOR:

Henry J. Ferri
Asst. Superintendent
Division of Pupil Personnel Services & Special Education
Wethersfield High School
411 Wolcott Hill Road
Wethersfield, Connecticut 06109

(203) 529-7500

YEARS IN OPERATION: 5 COST PER CHILD: $1,550.00

FUNDING SOURCES:

Wethersfield Board of Education

STUDENT POPULATION:

Population Served - 45 Handicapped

Grade Levels Served - 10-12

Ages Served - 15-21

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled

Severity of Handicapping Conditions - Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Suburban - Single District - Incorporated in regular high school

Schedule - Partial Day/Work Study

PROJECT STAFF:

Student/Staff Ratio - 12/1
Total Number of Staff - 4

Inservice Training:

Required for all staff; provided within the building in the district

PROGRAM INFORMATION:

Goals and Objectives: The goal of the Learning Center is to develop and implement an individual program for each student, based on the student's academic and behavioral characteristics.

Description of Methods and Content of Instruction: Specific educational objectives are written in behavioral terms for each student. Progress is charted so that the students can see a measure of their progress.

Screening and Testing: All referrals are processed through the counselor who is responsible for the collecting of all data that will substantiate that a student is a candidate for the Center. When all the documentation is available, a Planning & Placement Team is conducted. The Team consists of all of the necessary professionals, including either or both the parents and students. Testing instruments include appropriate psychological, neurological, learning disabilities and other necessary instruments to make specific identification and diagnosis.

Instructional Materials: Instructional materials utilized are very diversified; they also include many in-house developed materials. The instructional process employed is individualized and based primarily on negotiated behavioral objectives.

Use of Community Resources - Public or Private: Community resources, although not yet fully used this year, will become a paramount component in 1976-77.

Parent Involvement: Parent involvement has been an essential part of the Learning Center since its inception. Parents have become an advocate of the program in terms of provided support and construction criteria to ameliorate the Center.

Post-Graduate Planning and/or Placement: Accomplishment in this area has been limited; however, in 1976-77 extra effort will be provided in attempting to give greater visibility to the opportunities related to the world of work.

Evaluation: Individual progress is monitored by criterion - referenced tests of the behavioral objectives set for each student. Questionnaires and observations by staff members are also used for individual evaluations. Pre and Post testing with CTBS T-test of nonindependent variables is used to determine if 80% of the students are improving in the basic skill areas. Eighty percent of the students are expected to attain 80% performance on the 100 individual objectives written to meet the learning potential of the student in any academic area. Criterion referenced tests are used for this evaluation.

MULTI-LINGUAL MULTI-CULTURAL CENTER

PROJECT DIRECTOR:

Dr. Robert S. Avery
1450 Whitney Avenue
Hamden, Connecticut

(203) 288-7926

YEARS IN OPERATION: 2 COST PER CHILD: approximately $1400

FUNDING SOURCES:

State of Connecticut; Local and State

STUDENT POPULATION:

Population Served - 50 Handicapped

Grade Levels Served - Pre K - Post Grad

Ages Served - 4-25

Handicapping Conditions - Linguistic - Students come to the Center since their dominant language is other than English

SITE DESCRIPTION:

Physical Setting:

Urban, Suburban, Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes - 3

Program Orientation:	Schedule:
Academic, Social	Full Day

PROJECT STAFF:

Student/Staff Ratio - 6:1
Total Number of Staff - 14

Inservice Training:

Required for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: To help improve language skills; To maintain native language; To improve self-image; To improve basic skills in speaking, listening, reading, and writing; To continue curriculum development and curriculum material development.

Description of Methods and Content of Instruction: Pre K - K...Basic instruction in native language (Ital.) while English oral vocabulary is metered in. Prim Unit - Elem Unit - Lang. Dev. focus all subject areas. Older student - English as Second Language and language maintenance.

Screening and Testing: Instruments...Special ETS Testing Design; Peabody Picture Vocabulary Test; Metropolitan Achievement Test; McDaniel Self-Inferred Scale.

Instructional Materials: A complete series of texts have been purchased for Italian speaking students that are used in Italy. As the child enters, he immediately is placed at grade level in Italian.

Use of Community Resources: Volunteers and student teachers from Albertus Magnus and Southern Conn. St. College.

Parent Involvement: Home visitations are part of the design. Parent conference in reporting student progress.

Evaluation: Follow-up of students transferred from the Center back to home schools indicate that students are now progressing very well.

Dissemination Capabilities: On-site visitation and presentations by staff at various conferences.

Other Information: The project is relatively new and unique in Connecticut.

NORTHEAST AREA REGIONAL EDUCATIONAL SERVICE (NARES)

ELLIS TECHNICAL PROGRAM FOR LEARNING DISABLED HIGH SCHOOL STUDENTS

PROJECT DIRECTOR:

Leland McElrath, Head Director
Bob Monahan, Program Director
Maple Avenue
Danielson, Connecticut 06239

(203) 774-0334

YEARS IN OPERATION: 1 COST PER CHILD: $628

FUNDING SOURCES:

Title VI Grant
Local Education Agencies

STUDENT POPULATION:

Population Served - 24 Handicapped

Grade Levels Served - 9-10 currently; 9-12 later

Ages Served - 14-18

Handicapping Conditions - Learning Disabled

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting:

Rural, Regional, Incorporated in State Technical School

Instructional Setting:

Resource Room - 1

Program Orientation:	Schedule:
Vocational Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 12:1
Total Number of Staff - 2

Inservice Training:

Voluntary for all staff

PROGRAM INFORMATION:

Goals and Objectives: High School Diploma for learning disabled and competency in vocational trade.

Description of Methods and Content of Instruction: Teach all academic areas that students need and assist them in trade related problems such as reading instructions and shop theory tests.

Screening and Testing: All students given learning disabilities battery by sending towns and retested when accepted for further placement.

Instructional Materials: Innovative Science Program; Gallistal Ellis Materials.

Use of Community Resources: Use technical school empty classroom.

Parent Involvement: All parents interviewed with students to explain program to them and students.

Post-Graduate Planning and/or Placement: Job placement through Ellis Technical School.

Evaluation: Of original 14 learning disabled students, 12 are succeeding and anticipation of graduation expected and mastery of trade. Will start 12 new students each year and follow-up all student to graduation.

PROJECT SEARCH
(SEARCH FOR EXCEPTIONAL ABILITIES REACHABLE AMONG CHILDREN WITH HANDICAPS)

PROJECT DIRECTOR:

Alan J. White
ECA
55 Audubon Street
New Haven, Connecticut 06511

(203) 865-0506

YEARS IN OPERATION: 1

FUNDING SOURCES:

Title VIB
LEA Support

STUDENT POPULATION:

Population Served - 3 Handicapped (the program has 24 handicapped students, 3 of which are at the secondary level)
21 Non-Handicapped

Grade Levels Served - 9-12

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled

Severity of Handicapping Conditions - moderate

SITE DESCRIPTION:

Physical Setting:

Urban, Regional, Incorporated in regular high school

Instructional Setting:

Supplemental instruction

Program Orientation:	Schedule:
Creative Arts	Once a week

PROJECT STAFF:

Student/Staff Ratio - 3:1
Total Number of Staff - 1 full-time; others part-time

Inservice Training:

Required for all staff
Provided within the building

PROJECT SEARCH
(SEARCH FOR EXCEPTIONAL ABILITIES REACHABLE AMONG CHILDREN WITH HANDICAPS) (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: To identify handicapped students with exceptional creative talent potential. To provide program enrichment in the arts in order to further develop this potential.

Description of Methods and Content of Instruction: Professional artists provide instruction weekly - primarily in the visual arts, but supplemented occasionally with activities in theatre-movement and music in order to provide a new perspective on a concept.

Screening and Testing: Our students have already been identified and placed in a regional program for the handicapped. Project SEARCH then uses a modified form of the Torrance Tests of Creative Thinking and then professional artists assess performance in carefully structured "hands-on" art activities.

Instructional Materials: Curriculum materials are devised entirely by our artists and focus on sensory perception, self-awareness, modes of communication, novel solutions, transformations, syntheses,and other elements of creative production.

Parent Involvement: Parents are notified of our assessment and of the program enrichment being provided. Communication is by letter and general and/or individual meetings.

Post-Graduate Planning and/or Placement: The 1976-77 academic year is our first year of operation in curriculum. (Assessment was completed in 1975-76).

Evaluation:

1. Individual Student Progress - Student Progress is reported semi-annually to parents, on an on-going basis to other program teachers, and in a final report to the local district from which the student comes.

2. Overall Program Design - As a Title VIB project, program evaluation is complex, but includes videotapes of progress, testing of self-concept, etc.

Dissemination Capabilities: Printed brochures, small group meetings with local district personnel, workshops, and presentations at state and national conferences on handicapped/gifted and talented.

Other Information: It has been a continuing challenge for the artists to devise problems and activities to which even very severely handicapped children can respond. To assist in this task, teachers and consultants have provided background information and training in the nature and parameters of specific disabilities so that the artists will have a better understanding of their students.

PROJECT S.T.E.P. (SENIORS TUTOR FOR EDUCATIONAL PROGRESS)

PROJECT DIRECTOR:

Mrs. Rosalie R. Saul
Redding Elementary School
Redding, Connecticut 06875

(203) 938-2519

YEARS IN OPERATION: 3 COST PER CHILD: $600.00

FUNDING SOURCES:

Title III E.S.E.A. - Currently 1976-77 Local School Board

STUDENT POPULATION:

Population Served - 33 Handicapped

Grade Levels Served - 6-8

Ages Served - 12-15

Handicapping Conditions: Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Educable Mentally Retarded
Multi-handicapped
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions: Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Rural/Urban - Statewide Network - Incorporated in regular high school

Instructional Setting:

Resource Room; Regular Classroom; Supplemental Instruction

Program Orientation:	Schedule:
Prevocational/Academic	Partial Day

PROJECT STAFF:

Student/Staff Ratio - 22/14 (Interaction of student/tutor is 1 to 1)
Total Number of Staff - 14

Inservice Training:

Required for all staff

PROGRAM INFORMATION:

Goals and Objectives: To train senior citizens to act as academic and vocational tutors for handicapped adolescents; to raise the academic and emotional well being of students; to provide learning materials for elementary school children.

Description of Methods and Content of Instruction: Trained senior citizens work on a one-to-one relationship with learning disabled adolescents. Together they construct learning aids and materials such as games, tapes, books, etc. for younger children with problems similar to those of the adolescent. These materials are demonstrated by the adolescent for use in the elementary school. Each student and tutor has a daily prescription provided by the program coordinator. As a student meets success, he/she usually asks to be helped with the academic class/es he/she is missing. The next phase is for the program coordinator to task break the school curriculum and the tutor to help the child achieve mainstream. Vocational skills are developed through the "game approach" and the one-to-one relationship helps create a better feeling of self. There is excellent rapport between the elderly and the adolescents.

Screening and Testing:

Referrals - made by classroom teacher, parent, principal, or other school personnel.

Testing - standard school Pupil Planning Team which includes classroom teachers, special education teacher, building principal, and psychologist.

Tests included but not limited to: W.I.S.C., W.R.A.T., Mykelbust Writing Sample, Wepman

Instructional Materials: Only raw materials such as wool, nails, poster board, tapes, paints, magic markers, batteries, wires, etc. are used as students construct learning materials for younger children. These products are based on the prescription of the adolescent's needs.

Use of Community Resources - Public or Private: All tutors are senior citizens which have developed very positive relationships with the Department of Aging. Some tutors are paid by the Manpower Division of the Department of Labor. I.B.M. has loaned typewriters and dictaphones to the project for the past two years. Annual Open Houses have drawn a large audience from the community.

Parent Involvement: Parents are involved in the initial P.P.T. meeting for placing the child in the program. They receive monthly reports based on the prescription. They attend group meetings with the tutors throughout the year.

Post-Graduate Planning and/or Placement: This program is presently limited to 7th and 8th grade students, but we are monitoring our clientele when they enter a regional high school where many of them are succeeding in the mainstreaming.

Evaluation:

1. Individual Student Progress - Pre and Post Testing: Stanford Achievement Tests; W.R.A.T.; Myklebust Picture Story Test; Parent and Teachers Questionnaires; school grades; attendance; Fehrenback Self-Evaluation.

2. Overall Program Design - A control group exists in a similar town. The program was State Validated in March 1975.

Dissemination Capabilities: Many newspaper articles, American Education (U.S. Dept. H.E.W.) Perspective; a 15 minute TV color tape available along with our training manual.

Other Information: The Connecticut Department of Aging and Education have formed a state committee which sponsored a S.T.E.P. Workshop on September 30, 1976 to help schools and aging understand the benefits they can be to each other.

VOCATIONAL OCCUPATIONAL PROGRAM FOR THE EXCEPTIONAL CHILD (VOPEC)

PROJECT DIRECTOR:

Maureen G. Linderfelt
Skane School
2977 N. Madison Avenue
Bridgeport, Connecticut 06606

(203) 576-7608

YEARS IN OPERATION: 2

FUNDING SOURCES:

Bridgeport Board of Education

STUDENT POPULATION:

Population Served - 49 Handicapped

Ages Served - 14-21

Handicapping Conditions - Physically Handicapped
Mentally Retarded (Trainable)
Multihandicapped
Hearing Impaired
Visually Impaired
Blind
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Urban - Single District - Incorporated in special or self-contained building.

Program Orientation:	Schedule:
Prevocational/Vocational	Full Day; Partial Day/ Work Study

PROJECT STAFF:

Student/Staff Ratio - 6/1
Total Number of Staff - 11

Inservice Training:

Required for all staff; provided within the building

VOCATIONAL OCCUPATIONAL PROGRAM FOR THE EXCEPTIONAL CHILD (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: The main thrust of VOPEC is to extend whatever capabilities each trainee has to the fullest degree while providing an atmosphere in which the pursuit of happiness is a reality.

Description of Methods and Content of Instruction: Survival academics; seven small businesses; presently four subcontracts; three services taught (food, lawn custodial).

Screening and Testing: Placement and Planning Team from "sending school"; Central Placement and Planning Team.

Instructional Materials: Manual printing press; Gestetnar equipment; Booster Button Machines; ceramics - kiln, pouring, etc.; small Cafe' equipped; Perma-Trans machine; graphotype; addressograph; New Hermes Jewelry Engraver; Bell & Howell Expediture;small boutique.

Use of Community Resources: Our own industrial and business board (30 community members participate). We participate in major fairs and festivals; we belong to the Southern Connecticut Developmental Workshop Committee; we use all services available, example, Division of Vocational Rehabilitation.

Parent Involvement: Parent organization for school; VOPEC parent council; a parent sits on our Industrial and Business Board; a parent sits on Curriculum Guide Committee; parents volunteer during the day.

Post-Graduate Planning and/or Placement: Trainee has accomplished a skill and is placed. Trainee has turned 21 years old and is placed; Regional Center (Day Care), Kennedy Center (Sheltered Workshop) Goodwill (appropriate area); on a regular job (small percent).

Evaluation: This curriculum is a strict behavior modification effort. There are four workstations per day. At the end of each Industrial Hour (50 minutes), the adult in charge evaluates the trainee on the spot with the trainee. Every two weeks the trainee receives a paycheck accordingly.

Other Information: Transportation to and from school is provided. Physical therapy is also provided in a joint effort with the Easter Seal Rehabilitation Center.

YOUTH SERVICES TRAINING PROGRAM

PROJECT DIRECTOR:

Mrs. Bernice Luskin
15 North Morningside Drive
Westport, Connecticut 06880

(203) 227-8451 xt 316

YEARS IN OPERATION: 4

COST PER CHILD: Varies

FUNDING SOURCES:

Title III Funds; Local School Board

STUDENT POPULATION:

Population Served - 100 Handicapped

Grade Levels Served - 7-12

Ages Served - 12-21

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Learning Disabled
Mentally Retarded (Educable, Trainable)
Multihandicapped
Hearing Impaired
Visually Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - Mild; Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Suburban - Regional - Incorporated in regular high school - Incorporated in special or self-contained building (Junior High School only)

Instructional Setting:

Self-contained special classes; Resource room

Program Orientation:

Prevocational/Vocational

Schedule:

Varies - based on individual needs

PROJECT STAFF:

Total Number of Staff - 2 1/5

Inservice Training:

Voluntary for all staff

PROGRAM INFORMATION:

Goals and Objectives: Provide realistic vocational training for junior and senior high school special education students.

Description of Methods and Content of Instruction: Teacher aides; nursery kindergarten and first grade classes. Health care, cafeteria, laundry, occupational therapy and ground maintenance in the protected environment of the Sisters of Notre Dame; Garage attendants at local service stations; Fire Department aides; Careen Internships, Junior High School level.

Screening and Testing: All students screened by Planning and Placement Team. School Psychologist, social worker, guidance coordinator, learning disabilities coordinator, speech therapist, classroom teacher, vocational specialist. Tests: Individual WISC or WAIS, Bender, TAT, HPT.

Use of Community Resources: Business community, service organizations, fire department, Retirement Home of the Sisters of Notre Dame, local nursery schools, day care centers and public school classes.

Parent Involvement: All parents asked to individual conference before youngster is included in vocational program. Group parent meetings.

Post-Graduate Planning and/or Placement: Special graduation review committee for special education students. Title IV funds for special follow up of graduates.

Evaluation: Annual evaluations reports on file - 1972-73, 1973-74, 1974-75, 1975-76.

Dissemination Capabilities: Limited by funds. Article describing program in American Education, June 1976.

MAINE

BANGOR REGIONAL LEARNING CENTER

PROJECT DIRECTOR:

Robert Hawkes
103 Texas Avenue
Bangor, Maine 04401

(207)-942-8974

YEARS IN OPERATION: 7

COST PER CHILD: $48 per week
(36 week program)

FUNDING SOURCES:

United Way; tuition from public schools; Title I

STUDENT POPULATION:

Population Served - 60 handicapped (maximum)

Grade Levels Served - K-12

Ages Served - 5-16

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Speech or Languaged Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - moderate, severe

SITE DESCRIPTION:

Physical Setting:

Urban, Regional, Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes - 5

Program Orientation:

Prevocational
Academic

Schedule:

Full Day

PROJECT STAFF:

Student/Staff Ratio - 4:1
Total Number of Staff - 12 full time, 6 part time

Inservice Training:

Recommended for all staff
Provided within the building
Provided within the district
Provided at a university

PROGRAM INFORMATION:

Goals and Objectives: To assist each student to develop both academically and socially to a level at which he can be reintegrated into an age-appropriate public school class, or job training program.

Description of Methods and Content of Instruction: All academic (developmental & remedial) appropriate for 5 to 16 year olds.

Screening and Testing: Students screened by public schools and evaluated by their Pupil Evaluation Teams. WISC, recent achievement tests, and educational tests (Key Math, individual reading test) performed either by schools or by us.

Instructional Materials: Fearon Publishers - Job Box; New Reader's Press - Be Informed Series; Scholastics - Action Series; Gillingham/Slingerland reading techniques.

Use of Community Resources - Public or Private: Eastern Maine Medical Center Child Psychiatry Dept. provides consultative services; individual student involvement; and family therapy.

Parent Involvement: Currently a one to one involvement on traditional parent-teacher conference basis.

Post-Graduate Planning and/or Placement: Students reintegrated into public school when made feasible by academic and behavioral gains. All job placements worked out on an individual basis. Follow-up through phone calls, visits, and questionnaires.

Evaluation:

1. Individual Student Progress - Achievement testing done at beginning and end of each year. Developmental checklists evaluate behavioral progress.

2. Overall Program Design - Subjective staff evaluation.

Dissemination Capabilities: Representatives of community resources and public schools visit our program frequently. We do occasional in-service presentations for public school personnel.

BANGOR REGIONAL REHABILITATION CENTER

PROJECT DIRECTOR:

Bruce McDuffy, MSW, Coordinator
James Evans, Coordinator of Admissions
Eastern Maine Friends of Retarded Citizens
PO Box 861
Bangor, Maine 04401

YEARS IN OPERATION: 10 COST PER CHILD: $164/week approximate

FUNDING SOURCES:

- Federal Title XX
- Maine Division of Vocational Rehabilitation
- Bureau of Mental Retardation
- State Department of Education
- Consolidated School Districts
- Private Tuition

STUDENT POPULATION:

Population Served - 100 Handicapped

Ages Served - 18+

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Learning Disabled
Mentally Retarded (educable, trainable)
Multi-Handicapped
Deaf
Hearing Impaired
Visually Impaired
Speech or Language Impaired

Severity of Handicapping Conditions - mild, moderate, severe

SITE DESCRIPTION:

Physical Setting:

Urban, State-wide Network, Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes and Sheltered Workshops

Program Orientation:	Schedule:
Prevocational Vocational Daily Living Skills	Full Day

PROJECT STAFF:

Student/Staff Ratio - 5:1
Total Number of Staff - 36

Inservice Training:

Recommended for all staff
Provided within the district
Provided at a university

PROGRAM INFORMATION:

Goals and Objectives: Provide vocational training for clients so that they can obtain gainful employment in the community. Maximize clients' self-care abilities so that they can live as independent members of community.

Description of Methods and Content of Instruction: Work Adjustment Training Program - for more mildly handicapped students. Each client has comprehensive rehabilitation plan which includes job placement; Sheltered Workshops - for severely emotionally disturbed and TMR students; Gift and Thrift Stores - two are operated in the town of Bangor by students. Stress clerical and sales skills.

Screening and Testing: Incoming students are evaluated as to whether and how the agency can help them. The evaluation is done by a vocational evaluator, social worker, psychological examiner, LPN, and work related skills specialist. Students are referred to agency by schools, hospitals, insurance companies, self-referrals.

Instructional Materials: Vocational progress is evaluated with: Singer-Graflex Vocational Evaluation System and Valpar Vocational Evaluation System.

Use of Community Resources - Public or Private: The community is utilized for job placements and boarding homes for clients. Also utilize services of various associations for the retarded.

Parent Involvement: There is an ongoing parent organization composed of parents of our TMR clients.

Post-Graduate Planning and/or Placement: We have a job placement specialist who places our clients in the community.

Evaluation: Individual Student Progress... students are evaluated every 3 months relative to their progress on their individual rehabilitation plans. Overall Program Design... the program is evaluated by the State of Maine and by the Committee for Accreditation for Rehabilitation Facilities (CARF).

Dissemination Capabilities: brochures and pamphlets

GORHAM HIGH SCHOOL RESOURCE ROOM

PROJECT DIRECTOR:

Frank M. Schmidt
Gorham High School
Gorham, Maine 04038

(207) 839-3363

YEARS IN OPERATION: 3

COST PER CHILD: $36.95*

FUNDING SOURCES:

Town of Gorham - State Subsidy

STUDENT POPULATION:

Population Served - 40 Handicapped; 5 Nonhandicapped

Grade Levels Served - 9-12

**Handicapping Conditions - Mentally Retarded (Educable)
Speech or Language Impaired

Severity of Handicapping Conditions - Mild; Moderate

SITE DESCRIPTION:

Physical Setting:

Rural/Urban - Single District - Incorporated in regular high school

Instructional Setting:

Resource Room

Program Orientation:

Academic/Other

Schedule:

Partial Day/Work Study Partially/Other

PROJECT STAFF:

Student/Staff Ratio - 4/1
Total Number of Staff - 6

Inservice Training:

Recommended for all staff. Provided in the district; at a university.

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*Arrived at by dividing the number of students being served in the Resource Room into this year's budget for the Resource Room. This figure does not include other costs, such as meals.

**Psychologicals are not used as criteria for students who may receive service. Most students at this level are enrolled in remedial reading.

PROGRAM INFORMATION:

Goals and Objectives: The goal of the Resource Room is to serve any student in grade 9-12 in need of individualized service in reading and math. The objectives are: 1) To operate the program on an individual basis using contracts as a self-monitoring system; 2) To develop a series of practical competencies as a requirement for every reading and math student; 3) To develop a peer tutorial program that offers credit to those signed up as tutors, and individual assistance within the Resource Room; 4) To develop a means by which the effectiveness of the program can be evaluated; 5) To increase each student's proficiency in reading and/or math in academic as well as practical areas.

Description of Methods and Content of Instruction: Small group and individual instruction are given in reading and math. The work is individualized according to the student's interests and abilities. Peer tutoring is utilized in both the remedial reading and individualized math program. A contingency contract system is also utilized in the Resource Room.

Screening and Testing: Anyone who has contact with the student may refer them to the Resource Room at any time during the year. The student is then encouraged to sign up for the Resource Room. The following evaluative tests are administered: a) Slosson Oral Reading Test (sight vocabulary); b) Stanford Diagnostic Reading Test (Form X pretest, Form W progress check); c) Individual Pupil Monitoring System for all students enrolling in math; d) Competency Skills Test.

Instructional Materials: Bowmar Reading Incentive Programs; Activity Concept English Programs - Scott, Foresman & Co.; Applications and Forms Series; 4 Reading Booster; The Spell of Words; Math for Achievement I & II - Houghton-Mifflin; Merrill Math Skill Tapes; Continental Press Math Practice Sheets; Measure Metric - McGraw Hill; Metric Laboratory Experiments.

Use of Community Resources: Only as far as field trips take us.

Parent Involvement: Limited.

Evaluation: Competency based exams are designed to evaluate individual student progress in reading and math. Contracts are filled out each week to monitor student progress.

The effectiveness of the overall program is measured in terms of attendance as compared to total school attendance and student progress.

Dissemination Capabilities: Several local newspapers available for dissemination purposes.

Other Information: This program serves students who perform at all levels of academic ability. Included are nonreaders, slow learners, college bound students and advanced students who are performing so far ahead of their classmates that they can operate on their own under the monitoring of the Resource Room.

HIGH SCHOOL RESOURCE ROOM

PROJECT DIRECTOR:

Libby Cohen
Cape Elizabeth High School
Cape Elizabeth, Maine 04107

(207)-799-3309

YEARS IN OPERATION: 3 **COST PER CHILD:** $600.00

FUNDING SOURCES:

State, Local

STUDENT POPULATION:

Population Served - 25 Handicapped

Grade Levels Served - 9-12

Ages Served - 15-20

Handicapping Conditions- Physically Handicapped
Emotionally Disturbed
Learning Disabled

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Suburban , Single District, Incorporated in regular high school

Instructional Setting:

Resource Room - 1

Program Orientation:	**Schedule:**
Academic	Partially/other

PROJECT STAFF:

Student/Staff Ratio - 25:1
Total Number of Staff - 9

Inservice Training:

Required for partial staff
Recommended for all staff
Provided within the building, in the district, at a university

PROGRAM INFORMATION:

Goals and Objectives: To provide remedial and supportive assistance to students in academic areas. To help prepare students to function well in society after graduation.

Description of Methods and Content of Instruction: Individual and small group tutoring offered in the basic skill areas of math and reading. Tutorial work in content areas and consultation with teachers and parents. An emphasis is placed on working with classroom teachers and parents as well as directly helping students.

Screening and Testing: Referrals come from teachers and guidance counselors, a formal referral sheet is used. Spache, Detroit Tests of Learning Aptitude, SRA Math, informal spelling and written expression tests are used. WISC or WAIS administered. Teachers and examiners hold a conference to decide on best course of action.

Instructional Materials: DeCode - Reader's Digest; Holt Impact Series - Holt, Rinehart; Solving Language Difficulties - Educators Pub. Co.; Spectrum Math - Laidlaw.

Use of Community Resources: Social Worker - local agency; Psychologists-private; Speech clinic evaluation; Physicians.

Parent Involvement: Parents are involved from the time the referral begins. They are involved in making decisions concerning the child and are frequently appraised of the child's progress.

Post-Graduate Planning and/or Placement: Criteria for graduation: fulfillment of high school requirements; Guidance Dept. is constantly involved in planning and counseling for post graduate work or schooling.

Evaluation:

1. Individual Student Progress - determined by pre and post testing, annual written reports by special education teacher and conferences with content area teachers.

2. Overall Program Design -Determined informally by "success" rate of students and by the number of students who can be dismissed from the program. Evaluation of teacher performance is given in a written report by principal and Superintendent of Schools.

JOB EXPOSURE AND TRAINING PROGRAM, BANGOR HIGH SCHOOL

PROJECT DIRECTOR:

Perry Jordan
Bangor High School
885 Broadway
Bangor, Maine

(207) 947-6711

YEARS IN OPERATION: 12

FUNDING SOURCES:

Federal - State - Local

STUDENT POPULATION:

Population Served - 34 Handicapped

Grade Levels Served - 10-12

Ages Served - 15-18

Handicapping Conditions - Mentally Retarded (Educable)

Severity of Handicapping Conditions - Mild; Moderate

SITE DESCRIPTION:

Physical Setting:

Urban - Single District - Incorporated in regular high school

Instructional Setting:

Self-contained special classes

Program Orientation:	Schedule:
Vocational	Full Day

PROJECT STAFF:

Student/Staff Ratio - 17/1
Total Number of Staff - 4

Inservice Training:

Required for all staff; Provided within the building.

PROGRAM INFORMATION:

Goals and Objectives: To teach the basic academics, exposure to community work opportunities, train for a degree of competency in one or more job areas and eventually place each student on a job.

Description of Methods and Content of Instruction: Main emphasis is on basic reading, math, and language skills plus practical living skills taught at the Skill Development Center. Community job exposure, training and placement are also part of the Bangor School program.

Screening and Testing: The students at the secondary level come from the 14th Street School which has the 3 preceding levels. Rarely does one come through the referral team.

Instructional Materials: Material is mainly created by the teacher. Other materials: Scope Magazine, You and Your World Newspaper; Building Safe Driving Skills - Lear Siegler, Inc./Fearon Publishing.

Use of Community Resources: Students are placed on about 90 different community job stations.

Parent Involvement: Banquets, conferences, home visits, sharing special talents at Skill Development Center.

Post-Graduate Planning and/or Placement: Three or four years in the program, plus vocational potential, and meeting basic academic and other school responsibilities (physical education, attendance) are the requirements for graduation.

Evaluation: Quarterly written reports.

Other Information: This is usually a four year program. During the fourth year the student is placed full time on a job in the community. He is visited by school personnel while on the job and is guided by school and employer vocational counseling. He attends school only for monthly evening meetings.

If successful during this fourth year, the student graduates with a regular high school diploma.

OPPORTUNITY ROOM

PROJECT DIRECTOR:

Kathleen S. Dutch
Marshwood High School
Eliot, Maine 03903

(207) 384-2111

YEARS IN OPERATION: 1

FUNDING SOURCES:

$20,000 Grant - PL 93-380, Part B - Maine State Funds

STUDENT POPULATION:

Population Served - Handicapped 30

Grade Levels Served - 9-12

Ages Served - 14-18

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded (educable)

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting:

Rural - Single District - Incorporated in regular high school

Instructional Setting:

Resource Room

Program Orientation:	Schedule:
Prevocational Academic	Partial Day

PROJECT STAFF:

Student/Staff Ratio - 8/1
Total Number of Staff - 2

PROGRAM INFORMATION:

Goals and Objectives: Remediate skill deficiencies in math, reading, spelling, and writing; improve function in regular classes; assist students to develop realistic vocational plans; instruct in basic life experience skills (income tax, banking, etc.).

Description of Methods and Content of Instruction: Remedial math, reading, spelling, and writing activities; tutoring with regular class assignments; field trips, films, and other group vocational activities; films, worksheets, actual applications, bank forms, etc., for survival skills practice.

Screening and Testing: Referrals come from parents, students themselves, guidance, and teachers; Spache Diagnostic Reading Scales, Key Math, WRAT Spelling, and informal writing assessment used as evaluative measures; P.E. Team meets as a group to plan programming (P.E.T. - Pupil Evaluation Team).

Use of Community Resources - Public or Private: Businesses and other vocational sites serve as field trip destinations for occupational education.

Parent Involvement: Parents consent to testing and program placement. They receive quarterly written reports and at least one conference yearly.

Post-Graduate Planning and/or Placement: Does not apply at this time. We are still building this program and are only in our first year.

Evaluation:

1. Individual Student Progress - Post tests using the same instruments listed in screening and testing.

2. Overall Program Design - Extensive evaluative information for overall program has been prepared for the State Department in response to the grant award.

Dissemination Capabilities: A brochure has been prepared and distributed to the 200 parents of Marshwood High School students and two newspaper articles have appeared concerning the program.

PROJECT EQUILIBRIUM

PROJECT DIRECTOR:

Conrad R. Wurtz, Ph.D.
Lisbon High School
Lisbon Falls, Maine 04252

(207) 353-6255

YEARS IN OPERATION: 1 - is a 3-year project

COST PER CHILD: $1957

FUNDING SOURCES:

$36,000 - Federal Title III
5,100 - Lisbon Education Association

STUDENT POPULATION:

Population Served - 2,100

Grade Levels Served - K-12

Primary purpose of Project Equilibrium is prevention of mental health and human relations problems at all levels. Psychological and social work services are provided, but on lower priority. All handicapped students are included.

SITE DESCRIPTION:

Physical Setting:

Suburban - Single District - Incorporated in regular high school

Instructional Setting:

Resource Room - Regular Classroom - Supplemental Instruction

Program Orientation:

Mental Health consultation to teachers, individual and group counseling with students, parent consultation, staff inservice program.

PROJECT STAFF:

Total Number of Staff - 2 (Plus full time secretary)

Inservice Training:

Voluntary for partial staff (psychologist and social worker)

PROGRAM INFORMATION:

Goals and Objectives: To identify, reinforce, and generate positive supports for students in Lisbon schools and in the community. To provide human relations, child development, and mental health resources to the students, teachers, and administrators. To provide information and program resources for the parents and other interested community residents. To act as resources to teachers and pupil evaluation teams. To provide casework and evaluation for selected students and facilitate feedback to appropriate staff and parents. To act as a model for other schools and communities through sound evaluation for project activities.

Description of Methods and Content of Instruction: For identified handicapped students, provide psychological and social work services to support educational program. Attendance by staff at school and system Pupil Evaluation teams on request to assist planning for special education programming.

Screening and Testing: Teachers, administrators, and parents make referrals for service; system Pupil Evaluation team initiate educational program.

Parent Involvement: Interviews as needed.

Evaluation: State office of Title III assigns an evaluation team which prepares annual reports and feedback evaluation forms.

Dissemination Capabilities: One conference of school mental health workers in small school systems held May 4, 1976. Other conferences and state-wide newsletter are planned for years II and III.

Other Information: Primary focus of the project is prevention of problems of learning and adjustment. Handicapped students at secondary level are served as part of tertiary prevention: ameliorating the effects of the handicapping condition whenever and however possible. At the secondary level, these may include: Parent and student counseling, teacher consultation, program development, psychometric evaluations, referral, etc.

MASSACHUSETTS

ACE PROGRAM OF LEXINGTON HIGH SCHOOL

PROJECT DIRECTOR:

David Hamlin
A-House, Lexington High School
251 Waltham Street
Lexington, Massachusetts 02173

(617) 862-7500 xt 241

YEARS IN OPERATION: 2 COST PER CHILD: $2500-$2800

FUNDING SOURCES:

LEA and 4 town collaborative

OTHER AFFILIATIONS:

LABB Collaborative

STUDENT POPULATION:

Population Served - 15 Handicapped

Grade Levels Served - 11-12

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted

SITE DESCRIPTION:

Physical Setting:

Suburban - Regional - Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes

Program Orientation:	Schedule:
Vocational	Full Day

PROJECT STAFF:

Student/Staff Ratio - 5/1
Total Number of Staff - 3

ACE PROGRAM OF LEXINGTON HIGH SCHOOL (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: Promote consistent school attendance; develop behavior consistent with the responsibilities and limits of being a full group member; prepare for transition from school to work either through actually taking a job or to vocational training; improve academic skills.

Description of Methods and Content of Instruction: Students run a small business, estimating, bidding, doing the work and keeping the records. From the profit, group activities are planned which are largely group outdoor trips. There is a student internship at least one day per week. Students are placed with community resource persons in jobs of interest. The core curriculum utilizes student experiences to focus on basic academic skills.

Screening and Testing: All students are referred from CORE Evaluation Teams of participating towns after full CORE Evaluations. Program staff interviews students and, in some cases, student references, to see if students are likely to benefit from program.

Instructional Materials: Most materials are reality based, and extensive use is made of references for business and outdoor activities. Much remaining material is either teacher or student designed, e.g., student designed learning packages to guide students through books.

Use of Community Resources - Public or Private: Resources used for vocational internships, as consultants on projects. Close liaison with three small vocationally-oriented programs for project assistance, occasional internship placement and sharing of equipment and facilities.

Parent Involvement: None, except for individual consultation.

Post-Graduate Planning and/or Placement: Mainly through internship placement and attendant activities.

Evaluation:

1. Individual Student Progress - Student evaluation: written quarterly reports on all students. Occasional group evaluation through exercises. Occasional student self-evaluation.

2. Overall Program Design - Program evaluation: through evaluation committee.

Dissemination Capabilities: No special capabilities except for distribution of written materials.

Other Information: Underlying all the elements and activities is a consistent theme of people working and growing together. Personal problems and attitudes affect the behavior of group members in this tight social setting. The disagreement and stress that arise present tangible counseling issues with which the group and teachers must constantly deal.

ASSOCIATION FOR MENTALLY ILL CHILDREN DAY SCHOOL (AMIC DAY SCHOOL)

PROJECT DIRECTOR:

Alice W. Bock
32 Bigelow Avenue
Watertown, Massachusetts 02172

(617) 924-2834

YEARS IN OPERATION: 3 COST PER CHILD: $666.54/Month

FUNDING SOURCES:

Office for Children, Massachusetts/Massachusetts State Department of Education

OTHER AFFILIATIONS:

The AMIC Day School is approved by the State to provide services for special needs students who cannot be served by local school systems directly.

STUDENT POPULATION:

Population Served - 10 Handicapped

Ages Served - 14-21

Handicapping Conditions - Emotionally Disturbed
Socially maladjusted
Learning Disabled
Mentally Retarded (educable/trainable/severe)
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - Severe

SITE DESCRIPTION:

Physical Setting:

Urban - Regional - Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes

Program Orientation:	Schedule:
Prevocational/Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 2/1
Total Number of Staff - FT-5; PT-3

Inservice Training:

Required for all staff; provided within the building, in the district.

PROGRAM INFORMATION:

Goals and Objectives: To operate a 233 day school year program (12 months) for the most profoundly disturbed and handicapped adolescents considered by most to be unreachable, unmanageable, and hopeless; to remediate behavioral, academic, language, social and psychomotor deficits; to enable families to maintain children within the home and communities; to transfer all students into public school settings;, sheltered workshops or rehabilitation centers.

Description of Methods and Content of Instruction: Teaching methodology: behavior modification - Content areas: basic living skills; prevocational; academic (math, reading); language; speech; self-help; social.

Screening and Testing: All students receive annual assessments through the local school systems. Those involved in the assessments include: Teacher, social worker, parent, school system representative, and psychologist. Additional specialist may also be included. CORE Evaluation Manual.

Instructional Materials: Varied

Use of Community Resources - Public or Private: Public school systems - assessments, financial; Community-based workshops - future placements; State institutions - several students are state institution residents; Local colleges and universities - student teachers, volunteers.

Parent Involvement: Quarterly meetings with parents to design each student's quarterly learning objectives. Home training - weekly home lesson plans and home visits. Parent meetings - not only training focus, but also therapeutic intervention.

Post-Graduate Planning and/or Placement: Criteria for graduation are currently not specified. Most students remain in the program for 2 to 3 years.

Evaluation:

1. Individual Student Progress - Individual students are evaluated quarterly by teacher and parents. Quarterly evaluations are based on degree of progress in specific developmental areas. Quarterly objectives from the previous quarter are the basis for this evaluation. In addition, summary evaluations are completed annually.

2. Overall Program Design - Program evaluation is not yet formalized.

Dissemination Capabilities: AMIC brochure and overview sheets on day school are available.

CAREER READINESS PROGRAM

PROJECT DIRECTOR:

Robert H. Chalmers
Newton North High School
360 Lowell Avenue
Newtonville, Massachusetts 02160

(617) 964-9810 xt 344

YEARS IN OPERATION: 3

COST PER CHILD: Varies

FUNDING SOURCES:

Local

STUDENT POPULATION:

Population Served - 25 Handicapped

Grade Levels Served - 10-12

Ages Served - 15-22

Handicapping Conditions - Socially Maladjusted
Learning Disabled
Mentally Retarded (Primarily educable)
Hearing Impaired

Severity of Handicapping Conditions - Mild

SITE DESCRIPTION:

Physical Setting:

Suburban - Single District - Incorporated in regular high school

Instructional Setting:

Self-contained special classes/Regular classroom

Program Orientation:

Prevocational/Vocational/Academic

Schedule:

Full Day, Partial Day/Work Study

PROJECT STAFF:

Student/Staff Ratio - 13/1 or 25/1 (Staff works with all the students in different roles.)

Total Number of Staff - 2

Inservice Training:

Recommended for all staff (Has been limited)

PROGRAM INFORMATION:

Goals and Objectives: 1) To help these students earn a high school diploma; 2) to provide students with prevocational information and work experience; 3) to provide students with appropriate skill training for their employment; 4) to help these students with appropriate training for self-sufficiency in the community; 5) to provide basic academics, vocational counseling, and placement services.

Description of Methods and Content of Instruction: Career English and Math, Basic Business Exploratory, Basic Living Skills, Career Readiness Work Program and Seminar. All other courses are selected by the students based on ability and interest. (Mainstreamed)

Screening and Testing: The students in the program have been involved in a Core Evaluation process - school psychologist, counselor, parent, special educators, general teachers, social worker and others. Test data varies. All have been given the WAIS or WISC.

Instructional Materials: A wide variety of prevocational, vocational, and academic materials are used.

Use of Community Resources - Public or Private: In-school work sites, job sites in industry, Massachusetts Rehabilitation Services (for follow-up and placement), Charles River Enterprises - a training and placement facility for handicapped - used for diagnostic data, and after graduation, for training and placement.

Parent Involvement: Parents participate in the Core Evaluation process and are also encouraged to maintain close communication with the Career Readiness staff.

Post-Graduate Planning and/or Placement: Graduation requires the accumulation of 68 credits and the taking of 3 years of English, 2 Social Studies, 1 Lab Science, and 3 years of Physical Education. The Work Study coordinator plays an active role in job placement and follow-up services. Also, the local Massachusetts Rehabilitation counselor, local DES and other suitable agencies.

Evaluation:

1. Individual Student Progress - Students are graded in regular and vocational classes as well as in their special education academic classes. Work study supervisor and job supervisor cooperatively rate the students.

2. Overall Program Design - Evaluated by the placement success of the students, informal follow-up studies, discussions with parents, teachers, administrators, and others.

Dissemination Capabilities: Limited

Other Information: The program needs to be strengthened in the areas of skill development, in-service training, and evaluation.

THE CENTER FOR ALTERNATIVE EDUCATION (PHASE I)

PROJECT DIRECTOR:

Emanuel Katz
650 Beacon Street
Boston, Massachusetts 02215

(617)-261-3313

YEARS IN OPERATION: 7 COST PER CHILD: $4600/9 month program

FUNDING SOURCES:

Private tuition, various state mental health/rehabilitation agencies, local school committees (under Chapter 766)

OTHER AFFILIATIONS:

Boston University (Counselor Training), Lesley College (Professional Training)

STUDENT POPULATION:

Population Served - Handicapped 100

Grade Levels Served - 9-13

Ages Served - 15-21

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Urban - Regional - Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes - 8
Supplemental Instruction - 20 (counseling) - 15 (tutoring)

Program Orientation:	Schedule:
Therapeutic/"Premainstream"	Full Day

PROJECT STAFF:

Student/Staff Ratio - 3/1
Total Number of Staff - 45

INSERVICE TRAINING:

Required for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: The overriding objectives of the program is to help students return to the mainstream of school or work and to be successful there. Initially, the program's goal is to assist the students in taking responsibility for their actions. Subsequently the goal is to help the students to acquire the social and academic skills which will ensure their success.

Description of Methods and Content of Instruction: All entering students take the same highly structured program consisting of primary and supportive courses plus a variety of more individualized services such as personal counseling. The chief aim of the primary courses is to help the student become more confident and to gain more control by being less reactive to and more active and successful in his environment. The supportive courses focus on alternative modes of formulating and expressing one's own experiences and on the acquisition of school related skills.

Screening and Testing: Referral and evaluation are generally made by the local education agency, rehabilitation or social service agencies or by private psychologist or psychiatrist. All students take a battery of intelligence, aptitude, achievement and personal preference tests administered under the direction of staff psychologists.

Instructional Materials: All primary instructional materials have been developed by CAE staff. Auxiliary material are drawn individually from the curriculum library.

Use of Community Resources - Public or Private: Facilities used by CAE include, but are not limited to, the Museum of Fine Arts; The Science Museum and Observatory; The Aquarium; The Boston Public Library; The Boston Center for Adult Education; and the Cambridge Center for Adult Education. Students attend classes in Boston University; Northeastern University; Boston State College; the New England School of Architecture; and Massachusetts College of Art.

Parent Involvement: Every six weeks, parents attend meetings with the staff to learn about the progress of their children. Unscheduled meetings occur on an as-needed basis. Parents are invited to attend classes in interpersonal relations and are provided crisis and on-going family counseling.

Post-Graduate Planning and/or Placement: Students are considered graduated at that time when they can succeed in their next academic or vocational placement, which must be demonstrated by their prior success in activities similar or identical to the activities of their next placement. Each student works closely with their counselor in determining where they want to be next year. All leaving students know that CAE staff remain ready for periodic support and crisis intervention.

Evaluation:

1. Individual Student Progress - At the end of the program year, all students take a post-test battery. Additionally, students are guided to assess themselves realistically. Each month the student's counselor prepares a monthly progress report.

2. Overall Program Design - The most important source of data is the growth of students as indicated by tests, counselor reports, student reports, parent reports, and especially student behaviors. Evaluation is provided by the Regional Review Board of the Division of Special Education. Each referring agency is expected to monitor the progress of students they refer.

Dissemination Capabilities: CAE annually conducts seminars, workshops and classes in theory and applications; moreover, CAE provides consultation and technical assistance to those requesting such services. Finally CAE staff have contributed articles to various publications and have made presentations to a wide variety of local, state, and regional conferences.

Other Information: CAE is a training site for counseling education students from Boston University, and provides clinical internships to qualified individuals concerned with special education. In association with Lesley Graduate School of Education, CAE also provides a diversity of training programs for practicing professionals.

THE CENTER FOR ALTERNATIVE EDUCATION (PHASE II)

PROJECT DIRECTOR:

Emanuel Katz
650 Beacon Street
Boston, Massachusetts 02215

(617)-261-3313

YEARS IN OPERATION: 5 COST PER CHILD: Rate Set @ $4600 for 9 month program

FUNDING SOURCES:

Private tuition, various state mental health/rehabilitation agencies, local school committees (under Chapter 766)

OTHER AFFILIATIONS:

Boston University (Counselor Training)
Lesley College (Professional Training)

STUDENT POPULATION:

Population Served - 60 Handicapped

Grade Levels Served - 10-13

Ages Served - 16-21

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Urban - Regional - Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes - 5

Supplemental Instruction - 20 (counseling)
15 (tutoring)
10 (local community college classes)

Program Orientation:	Schedule:
Prevocational Academic Therapeutic/"premainstream"	Full Day

PROJECT STAFF:

Student/Staff Ratio - 3/1
Total Number of Staff - 45

Inservice Training:

Required for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: The Phase II program is limited exclusively to those students who are not yet ready to return to the mainstream successfully. The overriding objective of the program is to help students return to the mainstream of school or work and be successful there. Primary emphasis is to help the students develop the social, prevocational, and academic skill to ensure their success upon their return to school, work, or college.

Description of Methods and Content of Instruction: All entering Phase II students undertake an initial diagnosic program to determine academic skill deficits, specific learning disabilities and learning style. Based upon the diagnostic program students are assigned to individual tutorials, small group instruction, or mini-classes. Each student is assigned a counselor with whom he/she meets at least twice a week to assess the student's progress academically and emotionally.

Screening and Testing: Referral and evaluation are made by CAE staff in conjunction with representatives from local school districts. Some of the tests given upon entrance to Phase II are: SCAT; Iowa & California Tests of Achievement; Watson-Glaser Critical Thinking; Otis-Lennon Mental Ability; WISC; WAIS; California Test of Study Skills; and various learning disabilities tests.

Instructional Materials: All primary instructional materials are drawn individually from the curriculum library according to student's educational programs. Many materials are developed by staff to address specific learning needs of students. Where appropriate, students learn to use compensatory devices such as calculators, typewriters, and tape recorders.

Use of Community Resources - Public or Private: Individuals can make use of many of the educational and cultural facilities in Boston. These include The Museum of Fine Arts; The Science Museum and Observatory; The Public Library; and the Boston & Cambridge Centers for Adult Education. Colleges included are: Boston University; Northeastern; Boston State; New England School of Architecture; and Massachusetts College of Art.

Parent Involvement: Once each quarter parents are invited to attend evening meetings with staff. Additionally, parents are encouraged to arrange individual conferences with the staff. Parents are invited to attend classes in inter-personal relations and are provided crisis counseling.

Post-Graduate Planning and/or Placement: Students are considered graduated when they can succeed in their next academic or vocational placement, which must be demonstrated by their prior success in activities similar to their next placement. During the last quarter students work with their counselor to determine future plans. All leaving students know that CAE staff are ready for periodic support and crisis intervention.

Evaluation:

1. Individual Student Progress - Comparisons of pre and post tests indicate significant gains on each variable. Students work with staff and counselors to continually assess themselves realistically. Each month the student's counselor prepares a monthly progress report.

2. Overall Program Design - The most important source of data is the growth of the student. Beyond this, students are asked to evaluate the program. The Regional Review Board of the Division of Special Education must evaluate the program.

Dissemination Capabilities: CAE annually conducts seminars, workshops, and classes in theory and applications. CAE provides consultation and technical assistance to schools on request. CAE staff have contributed articles to various publications and have made presentations to a variety of local, state, and regional conferences.

Other Information: CAE is a training site for Counseling Education students from Boston University and provides clinical internships. In association with Lesley Graduate School of Education, CAE provides a diversity of training programs. CAE's new residential facility will accept its first students in Autumn of this year.

THE CLARKE SCHOOL FOR THE DEAF

PROJECT DIRECTOR:

Dr. George T. Pratt
Round Hill Road
Northampton, Massachusetts 01060

(413) 584-3450

YEARS IN OPERATION: 109 COST PER CHILD: $8045 (1974-75 year)

FUNDING SOURCES:

Tuition ($7400 year); income from endowment

OTHER AFFILIATIONS:

Approved by Massachusetts Department of Education

STUDENT POPULATION:

Population Served - 209 Handicapped
6 Nonhandicapped

Grade Levels Served - Preschool through grade 9

Ages Served - 0-17

Handicapping Conditions - Deaf

SITE DESCRIPTION:

Physical Setting:

Urban - Incorporated in Special or self-contained building

Instructional Setting:

Self-contained Special Classes - 30
Resource Room - 3 (Libraries)
Supplemental Instruction - 7 (Art, Home Ec., Shop)

Program Orientation:

Prevocational
Academic

Schedule:

Full Day

PROJECT STAFF:

Student/Staff Ratio - 215 students; 51 teachers
Total Number of Staff - 51

Inservice Training:

Recommended for all staff

PROGRAM INFORMATION:

Goals and Objectives: To provide an exclusive oral special educational program for profoundly deaf girls and boys, preschool through grade 9.

Description of Methods and Content of Instruction: Subject areas taught are: language, reading, speech, auditory training, social studies, science, and mathematics. Oral methods of instruction are used. The skills of speech and lipreading are also developed.

Screening and Testing: Admissions interviews are conducted by the appropriate supervising teacher, the psychologist, and the audiologist, followed by a conference involving the parents, the supervising teacher, and the president.

Instructional Materials: Curriculum guides, worked out by committees of teachers, are available in the following areas: language, reading, speech, auditory training, social studies, science, and mathematics.

Use of Community Resources - Public or Private: A graduate teacher education program is provided in cooperation with Smith College.

Parent Involvement: There has been an active Clarke School Parents' Conference since 1947.

Post-Graduate Planning and/or Placement: During their senior year, the students are given the Differential Aptitude Tests, the Wechsler Intelligence Scale for Children or the Wechsler Adult Intelligence Scale. After testing, each senior has an interview with the guidance counselor and a representative from the Massachusetts Rehabilitation Commission, which has responsibility for vocational training and placement after the student leaves the school. A combination of test results, students' classroom record, ability in prevocational classes are used to form a tentative recommendation. These recommendations are discussed with the student and parent.

Evaluation:

1. Individual Student Progress - Quarterly evaluations for each student are accomplished by classroom teachers and the supervising teachers of the lower, middle, and upper schools. Those are provided to parents, and local educational agencies.

2. Overall Program Design - For the overall program, reports are prepared on the results of the educational and guidance program of Clarke School in terms of the experiences of its students after leaving the school.

COTTING SCHOOL FOR HANDICAPPED CHILDREN

PROJECT DIRECTOR:

Mr. William J. Carmichael
241 St. Botolph Street
Boston, Massachusetts 02115

(617) 536-9632

YEARS IN OPERATION: 82

COST PER CHILD: Free

FUNDING SOURCES:

Legacies, Bequests, Private Contributions

STUDENT POPULATION:

Population Served - 150 Handicapped

Grade Levels Served - 1-12

Handicapping Conditions - Physically Handicapped
Multi-Handicapped

Severity of Handicapping Conditions - mild, moderate, severe

SITE DESCRIPTION:

Physical Setting:

Urban, Regional, Incorporated in special or self-contained building

Instructional Setting:

Resource Room - 1
Regular Classroom - 12
Supplemental Instruction - 6

Program Orientation:

Prevocational
Vocational
Academic

Schedule:

Full Day

PROJECT STAFF:

Student/Staff Ratio - 15:1
Total Number of Staff - 25

Inservice Training:

Voluntary for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: Our objective is to prepare our students physically, academically, and emotionally to leave us for public or parochial school, but more importantly toward a role of self-sufficiency and independence.

Description of Methods and Content of Instruction: Academically the school offers the same course of study, testing, guidance services, and textbooks as the public schools. The school provides supportive health care and supervision, enrichment programs, social development and vocational training. There are vocational training courses in electronics, industrial technology, woodworking, bookbinding, cooking, sewing, home repairs and laboratory techniques.

Screening and Testing: Children are referred by family physicians, local schools, parents. Once referred, parents must complete an application. The child is then evaluated by school staff and parents and child interviewed. If appropriate for services offered here, child is accepted. There is not a waiting list.

Instructional Materials: Similar to regular public schools.

Use of Community Resources: The enrichment program exposes students to varied activities including field trips to museums, aquariums and theatres. The Massachusetts Rehabilitation Commission provides a vocational counselor. Community Workshops provide work experience for students. There is a swimming and recreation program with Northeastern plus a boy scout troop. Community participation is welcome through a volunteer program in many activities.

Post-Graduate Planning and/or Placement: The Massachusetts Rehabilitation Commission provides a vocational counselor to help high school students with future plans.

Dissemination Capabilities: A fifteen minute 16mm film or color slide presentation with accompanying script or recorded narration is available without cost. The school will be pleased to provide a speaker for your organization or group without cost.

Other Information: The enrollment of the school represents a broad range of handicapping conditions including amputees, asthmatics, acute injuries, birth defects, cardiacs, cerebral palsy, diabetes, epilepsy, scoliosis, spina bifida, muscular dystrophy and others. The school does not have programs for the mentally retarded or emotionally disturbed child.

The school provides free transportation for students who live in the City of Boston and a free hot lunch for every student on each school day.

EDCO SECONDARY EDUCATION PROGRAM FOR THE HEARING IMPAIRED

PROJECT DIRECTOR:

John P. Carroll
c/o Newton North High School
Newtonville, Massachusetts 02160

(617) 244-3407

YEARS IN OPERATION: 3

COST PER CHILD: $4,600 annually

FUNDING SOURCES:

Federal - 1973-1975
1975-76 - Local Community and State Funding
By 1978 funding will be 90% by state

STUDENT POPULATION:

Population Served - 51 Handicapped

Grade Levels Served - 7-12

Ages Served - 12-21

Handicapping Conditions - Deaf
Hearing Impaired

Severity of Handicapping Conditions - severe

SITE DESCRIPTION:

Physical Setting: Suburban, Regional, Incorporated in regular high school

Instructional Setting: Self-contained special classes - 5; Resource Room - 6; Regular Classroom

Program Orientation:	Schedule:
Vocational Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 5:1
Total Number of Staff - 11

Inservice Training:

Recommended for all staff

PROGRAM INFORMATION:

Goals and Objectives: Full secondary program for students including diploma. Academic preparation for post-secondary programs. Full compliment of services.

Description of Methods and Content of Instruction: Full secondary program: academic, vocational,recreational. Students participate in three (3) general types of classes: Maximum integration with tutorial assistance; Supportive integration - cooperatively taught by 2 teachers, one of whom is a teacher for the deaf; Self-contained language class taught by a teacher of the deaf.

Screening and Testing: Program Director, Psychologist, Communications Specialist - Intake tests used include WISC (R) or WAIS - performance only- Standford Achiev. (Read. & Math) Language and communication skills assessment.

Instructional Materials: Materials of public schools used - In addition sign language materials used.

Use of Community Resources: Host families provide living arrangements for students who live a great distance. Also Massachusetts Rehabilitation Commission used for vocational assessments, aptitude testing and post-secondary placement.

Parent Involvement: Parents serve on advisory group to program. They are also involved in process for placement and annual reassessment under Comprehensive Special Education Law (Chapter 766).

Post-Graduate Planning and/or Placement: Graduation Criteria... 68 credits in 3 years for High School Diploma, 3 years English, 2 years Social Studies, 1 year Science. Follow-up... job placement through rehabilitation agency, post-secondary programming for 80% of graduates.

Evaluation:

1. Individual Student Progress - through Chapter 766 reassessment process.
2. Overall Program Design - we are making efforts for evaluation through national sources at this time. (We would welcome suggestions!!)

Dissemination Capabilities: Limited due to funding and staff. However, a brief program description is printed and available.

ENRICHMENT CENTER

PROJECT DIRECTOR:

John R. Hagberg
Belchertown Jr.-Sr. High School
Belchertown, Massachusetts 01007

(413) 323-7270

YEARS IN OPERATION: 2

COST PER CHILD: $520 - 1st year
$195 - 2nd year

FUNDING SOURCES:

Title VI
Belchertown School Committee

STUDENT POPULATION:

Population Served - 58 Handicapped

Grade Levels Served - 7-10

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled

Severity of Handicapping Conditions - mild, moderate, severe

SITE DESCRIPTION:

Physical Setting:

Rural
Single District
Incorporated in regular high school

Instructional Setting:

Supplemental Instruction

Program Orientation:

Academic
Behavior Modification

Schedule:

Full Day

PROJECT STAFF:

Student/Staff Ratio - 60+:1 (8 to 1 during any given class period)
Total Number of Staff - 1 - others on consulting basis

Inservice Training:

Required for all staff
Recommended for partial staff
Voluntary for partial staff
Provided within the building
Provided within the district

ENRICHMENT CENTER (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: Reduce or eliminate deficiencies in behavioral control; Reduce or eliminate psychological and physical exclusion from regular and classroom activity; Reduce or eliminate pressures of returning to class as a result of exclusion due to deficiency in behavior control.

Description of Methods and Content of Instruction: Regular class teachers will devise individual learning strategies in cooperation with the Enrichment Center Teacher and para-professional aide for ten participants from their class which will cover ten times that they spend in the Enrichment Center; Duration of pupil participation will vary depending upon the nature of the "crisis" and the individual's ability to adjust. A pupil may stay for as brief a time as one class period or remain semi-permanently.

Screening and Testing: Pupils will be selected who...have been diagnosed as having deficiencies in behavioral control causing personal alienation from the learning process by a team including the consulting clinician (if applicable), school psychologist, vice principal, guidance department, classroom teachers, school nurse; exhibit behavior instability in any combination of the following: classroom achievement relative to ability , peer acceptance, classroom attitude (overt or passive) toward learning, acceptance of classroom routine, response to discipline.

Instructional Materials: Books and materials used are primarily teacher prepared or commercially prepared.

Use of Community Resources: The first year we hired the services of a conulting psychologist from the Holyoke Mental Health Center, who conducted group therapy sessions with Enrichment Center pupils when needed and met bi-weekly with the Enrichment Center Staff and classroom teachers when necessary.

Parent Involvement: Parents were involved in every case. When a student was selected for the "EC" the parents were called in for an initial conference and were contacted throughout the program when necessary.

Evaluation:

1. Individual Student Progress - Criteria for evaluation...Removal or reduction of exhibited behavior instability as evidenced by the selection criteria...classroom achievement relation to ability, peer acceptance, classroom attitude (overt or passive) toward learning, acceptance of classroom routine, response to discipline.

2. Overall Program Design - Contracted program evaluation to outside source.

Dissemination Capabilities: Copies of original proposal and evaluation results available upon request. Visitors are welcome to observe program and talk with staff.

HAMPSHIRE COLLEGE ALTERNATIVE LEARNING PROGRAM

PROJECT DIRECTOR:

Peter F. Demers
Emily Dickinson Hall
Hampshire College
Amherst, Massachusetts

(413) 586-4590

YEARS IN OPERATION: 2 COST PER CHILD: $1,660

FUNDING SOURCES:

P.L. 92-318, Vocational Education Act
Local School Districts

OTHER AFFILIATIONS:

Operated entirely by the Hampshire Educational Collaborative, a public collaborative in Hampshire County. The location of the program is Hampshire College

STUDENT POPULATION:

Population Served - 14 Handicapped and Non-Handicapped

Grade Levels Served - 9-12

Handicapping Conditions - Emotionally Disturbed
Learning Disabled
Mentally Retarded
educable
Speech or Languaged Impaired
Perceptually Impaired

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting: Suburban, Regional, Incorporated in special or self-contained building

Instructional Setting:

Regular Classroom, College Interns and Tutors

Program Orientation:	Schedule:
Vocational Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 7:1
Total Number of Staff - 2

Inservice Training:

Required for all staff
Provided Within the District

PROGRAM INFORMATION:

Goals and Objectives: To develop academic, vocational and social skills; To re-integrate students into the regular high school.

Description of Methods and Content of Instruction: Individualized-contracted learning - Specific learning programs for individual children prescribed by Core Evaluation Team.

Screening and Testing: Referred by Special Education Directors and Guidance Personnel through the CET Process.

Instructional Materials: Variety of materials used - depending on individual child needs.

Use of Community Resources: Hampshire College as a setting for this program. Use of field trips - particularly outdoor type activities a major component.

Parent Involvement: Parent group meets semi-annually. Involved with staff on an individual basis.

Post-Graduate Planning and/or Placement: Work with local high schools to assist in post graduate placement or planning.

Evaluation: Evaluation is monitored based on success in meeting prescribed objectives in educational plan.

LANDMARK SCHOOL

PROJECT DIRECTOR:

Charles Drake, Ed. D., Headmaster
412 Hale Street
Prides Crossing, MA 01965

(617)927-4440

YEARS IN OPERATION: 6

COST PER CHILD: $8925.

FUNDING SOURCES:

- Tuition
- States
- Local

OTHER AFFILIATIONS:

- Reading Research Institute
- The Learning Disabilities Foundation, Inc.

STUDENT POPULATION:

Population Served - Handicapped ... Academic Year: 280
Summer Program: 150

Ages Served - 8-18

Handicapping Conditions - Learning Disabled

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Suburban, Private School, Incorporated in special or self-contained building

Instructional Setting:

- Regular Classroom
- Supplemental Instruction

Program Orientation:

Academic

Schedule:

Full Day

PROJECT STAFF:

Student/Staff Ratio - 3:1
Total Number of Staff - over 100

Inservice Training:

Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: Landmark helps the learning disabled child of at least average intelligence and without a primary emotional disturbance to use his cognitive abilities to overcome or compensate for deficits in language processing by stressing linguistic patterns and building a positive self-image through success-oriented, one-to-one tutorial sessions.

Description of Methods and Content of Instruction: One-to-one tutorials plus small class instruction in major academic disciplines, plus auditory, visual and motor training as indicated by individual needs are provided for the students. Auto mechanics and graphic design courses are also offered. Both residential and day students are accepted into Landmark.

Screening and Testing: Reports from all professionals who have seen applicant. Supplementary testing as required, e.g., WISC, Peabody Picture Vocabulary Test, Durrell Analysis of Reading Difficulty, Detroit Tests of Learning Aptitudes, Berea Visual-Motor Gestalt Test, etc.

Instructional Materials: Bloomfield's LET'S READ, etc.

Parent Involvement: Parents' Weekends, individual conferences with staff and director. Help with fund-raising campaigns for library building, etc.

Post-Graduate Planning and/or Placement: Students are directed toward suitable public or private schools, colleges, or vocational schools as soon as their language skills are adequate. Average length of stay at Landmark is two years.

Evaluation:

1. Individual Student Progress - An extensive report is prepared on each student by all their teachers. The report includes the student's progress in specific objectives.

2. Overall Program Design - Program is continuously re-evaluated through research projects, staff conferences, etc.

Other Information: Landmark, in conjunction with Boston University and Tufts University, offers a Summer Training Course for clinicians and teachers who desire to develop both theoretical and practical skills in dealing with LD children. Landmark students come from 25 states and 3 foreign countries. At least 1/3 of the students are 14 years or older. Each age group has its own program and activities, and a strong bond of common concern rapidly develops.

PERKINS SCHOOL FOR THE BLIND

PROJECT DIRECTOR:

Fenjamin F. Smith
175 North Beacon Street
Watertown, Massachusetts 02172

(617) 924-3434

YEARS IN OPERATION: 144

COST PER CHILD: $ 9,500 Blind Child
$11,000 Deaf-Blind Child
per year

FUNDING SOURCES:

Private Endowment Income/State or local government agencies

OTHER AFFILIATIONS:

Federal Funding (Title I and Title VI-C)

STUDENT POPULATION:

Population Served - 260 Handicapped

Grade Levels Served - K-12 & Young Adult Rehabilitation Clients

Ages Served - 5-25

Handicapping Conditions - Multi-handicapped/Blind
Visually Impaired
Blind

Severity of Handicapping Conditions - Mild; Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Suburban - Private School - Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes

Program Orientation:	Schedule:
Prevocational/Vocational/Academic Mobility & Social/Recreational	Full Day

PROJECT STAFF:

Student/Staff Ratio - 1/2½
Total Number of Staff - 340

Inservice Training:

Recommended/Voluntary for all staff; Provided within the building through workshops and conferences.

PROGRAM INFORMATION:

Goals and Objectives: The school seeks through direct and indirect counseling and through the provision of appropriate experiences to provide each child with an understanding of himself and to help him develop the strength of character and personality with the quality of realistic self-appraisal which will enable him to face problems effectively.

Description of Methods and Content of Instruction: In the program for young adults we concentrate on independent daily living skills, basic communication skills, and vocational training. Clients in the rehabilitation program are housed in small cottage units where they are directly involved in the management of the cottage. The school offers basic academic subjects, along with arts, crafts, music, home economics, basic living schools, etc.

Screening and Testing: We have evaluation teams for the blind and the deaf-blind. All students are evaluated by one of these teams before acceptance. Deaf-blind team includes audiologist, psychologist, parent counselor (social worker). Blind evaluation team includes psychologist and psychometrist with diagnostic evaluation by classroom teacher and special teacher. Tests used are Intelligence Test, Special Purpose Tests and Vocationally Oriented Instruments.

Use of Community Resources - Public or Private: Field trips to Museum of Science, Museum of Fine Arts, Larz Anderson's Museum of Transportation, Sturbridge Village, Drumlin Farm, local parks and zoos, visits to all community utilities and resources including fire department, police department, stores, banks, hospitals, opticians, and the like as daily living exercises, recreational affiliations with local schools, churches, community young peoples' groups.

Parent Involvement: Participation of parents in formation of child plans annually and during the year through follow-up in visits by social workers; parent group sessions on campus made by social workers; invitation for parents to attend regular staffings of students; meetings between parents and teachers and specialists by appointment; engagement of parents to participate in extra curricular activities of students.

Post-Graduate Planning and/or Placement: Graduation with diploma parallel to public schools for criterion; college preparatory students meet college standards; guidance counselors planning with each high school student for postgraduate education; Commission for the Blind counselors participating actively in planning students' postgraduate vocational training and placement. Commission for the Blind takes responsibility for placement and follow-up.

Evaluation:

1. Individual Student Progress - Students evaluated through report form twice annually; regular testing program - psychological, standard achievement, aptitude and interest testing.

2. Overall Program Design - We have an on-going evaluation of the entire program accredited by the National Accreditation Council for the Blind every five years with annual reporting. Review by the Massachusetts Department of Special Education; regular review by the New England Association of Colleges and Secondary Schools; Administrative Committee of Perkins reviews programs on an on-going basis.

Dissemination Capabilities: Perkins circulates a number of 30-minute color films on the blind and deaf-blind children at Perkins. We publish a quarterly pamphlet, "The Lantern".

Other Information: Many of the materials and aids used are described in the American Printing House for the Blind Catalog.

SPECIAL NEEDS DEPARTMENT, JOSEPH P. KEEFE REGIONAL VOCATIONAL-TECHNICAL SCHOOL

PROJECT DIRECTOR:

Eugene J. Kirby - Superintendent, Director
Robert W. Leonard - Coordinator of Special Needs
750 Winter Street
Framingham, Massachusetts 01701

(617) 879-5400

YEARS IN OPERATION: 3 - Keefe Tech   COST PER CHILD: $3,000
3 - Special Needs Department
6 - Job-Entry Program (Lawrence School Project)

FUNDING SOURCES:

Department of Health, Education & Welfare, Office of Education E.S.E.A. - Title VI (P.L. 90-576); Local Revenue

STUDENT POPULATION:

Population Served - 208 Handicapped; 1,290 Nonhandicapped

Grade Levels Served - 9-12

Ages Served - 14-22 Integrated/Deaf and Hearing Impaired Students
16-22 Job Entry Training Students

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Learning Disabled
Mentally Retarded (Educable, Trainable, Severe)
Multihandicapped
Deaf
Hearing Impaired
Visually Impaired
Speech or Language Impaired

Severity of Handicapping Conditions - Mild; Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Suburban - Regional - Incorporated in regular high school

Instructional Setting:

Self-contained Special Classes; Resource Room; Regular Classroom; Supplemental Instruction (Reading Diagnostic Laboratory, Mathematics Diagnostic Laboratory - These Labs are sponsored by the regular academic program and available to all students.)

SPECIAL NEEDS DEPARTMENT, JOSEPH P. KEEFE REGIONAL VOCATIONAL-TECHNICAL SCHOOL (Cont'd)

Program Orientation:

Prevocational/Vocational/Academic

Schedule:

Full day; Partial day/work study; Partially/Other (J.E.T. Component Grades 11 & 12: Minimal Academic Program supervised work study.)

PROJECT STAFF:

Student/Staff Ratio - 6/1
Total Number of Staff - 30

Inservice Training:

Voluntary for all staff; Provided within the building.

PROGRAM INFORMATION:

Goals and Objectives: The emphasis within all programs of instruction and supportive services is to minimize the separation of students from the regular educational program and to facilitate the optimal development of the student's personal, social, and vocational potential.

Description of Methods and Content of Instruction: Students with minimal special needs are fully integrated into regular academic and vocational courses of study. Other students with more complex special needs are trained in predominantly integrated programs. Job-Entry-Training for the moderately retarded provides students with vocational training, functional academics, and partial integration into other programs within the Keefe Technical School.

Screening and Testing: Initial referrals to the Special Needs program are made by the Guidance or Special Education Departments of the towns within the South Middlesex Regional Vocational Technical School District. Students and parents are interviewed by the Psychologist for Special Needs prior to enrollment.

Instructional Materials: Due to the diversity of student ability levels and learning deficiencies, a variety of educational and learning materials are utilized.

Use of Community Resources: Community resources are extensively used in providing realistic career awareness and on-the-job vocational training for students in the Job Entry Training Program. These same community resources are available to other Special Needs students if warranted.

Parent Involvement: Regularly scheduled parent meetings take place to periodically review a student's vocational - academic program. A volunteer school-sponsored parent organization actively solicits and encourages parents to become involved with their son or daughter's school.

SPECIAL NEEDS DEPARTMENT, JOSEPH P. KEEFE REGIONAL VOCATIONAL-TECHNICAL SCHOOL (Cont'd)

Post-Graduate Planning and/or Placement: A high school diploma is awarded to every student who successfully completes the academic and vocational course requirements. Students who maintain a grade of C or better for both the Prevocational 9th grade and the three years of vocational shop training (plus fulfilling the required number of shop hours) will receive a certificate of Vocational Proficiency, as well as the academic diploma.

Students in the Job Entry Training Program are eligible to receive a high school diploma if they successfully complete a two year academic program component (grade 9 and 10) and a two year work-study component (grade 11 and 12).

Job Placement and follow-up services are provided to every student. Follow-up services are offered more extensively to students in the Special Needs Department to assist them in making a successful adjustment into competitive employment. The length of the follow-up or support services is determined by the needs of the students.

Evaluation: The students in the Special Needs Department are expected to achieve and maintain a level of proficiency in both their academic and vocational programs to justify their presence in a Vocational-Technical School. If a student does not take advantage of the opportunities afforced to him in this school, he/she is reevaluated in regards to the appropriateness of their placement at Keefe Tech.

Dissemination Capabilities: The Job Entry Training component of the Special Needs Department had its beginnings in November 1970, while the Keefe Technical School and the other components of the Special Needs Department began in September 1973. Since November 1970, we have sponsored professional and parent workshops, participated in professional conferences, delivered speeches and answered inquiries regarding the appropriateness of vocational training for the moderately and mildly handicapped young adult.

A brochure describing the program components offered by the Special Needs Department is available to all interested parties.

A slide tape presentation of the Job Entry Training program is available. This is being revised and updated to include all the various program components offered by the Special Needs Department.

Occasional reports are published describing the activities of these programs. These reports are distributed automatically or upon request.

Other Information: There is also a Bilingual Vocational Program which serves those students who do not speak English. The program assists in the learning of English plus providing vocational education.

STUDENT ADVOCACY PROGRAM

PROJECT DIRECTOR:

Roger W. Brown
50 Lawrence Street
Framingham, Massachusetts 01701

(617) 872-0595

YEARS IN OPERATION: 3

COST PER CHILD: $100

FUNDING SOURCES:

Local Education Agency

STUDENT POPULATION:

Population Served - 75 Handicapped

Grade Levels Served - 9-12

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
educable
Speech or Languaged Impaired
Perceptually Impaired

Severity of Handicapping Conditions - mild-moderate

SITE DESCRIPTION:

Physical Setting:

Suburban, Single District, Incorporated in regular high school

Instructional Setting:

Resource Room
Regular Classroom
Supplemental Instruction

Program Orientation:	Schedule:
Prevocational Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 3:1
Total Number of Staff - 2½

Inservice Training:

Required for all staff
Provided within the building, in the district, at a university

PROGRAM INFORMATION:

Goals and Objectives: Given an advocate the student will have access to the most appropriate curriculum and teachers. Teachers will be aware of and sensitized to the needs of the special students mainstreamed in their classes.

Description of Methods and Content of Instruction: Consultation services to students, parents, regular class teachers, administrator and counselors; individual and small group instruction; emotional support services; diagnostic/prescriptive services.

Screening and Testing: CORE Evaluation Process.

Use of Community Resources: Human Service Agencies.

Parent Involvement: Periodic conferences. Advocate serves as liaison between parents, members of the school staff and outside supportive staff.

Evaluation: Advocate monitors student progress with regularly scheduled meetings and reports with or/from all teachers.

Dissemination Capabilities: Program written up in manual published by Massachusetts State Department of Education "Secondary School Level 766-Innovative Educational Models".

Other Information: Advocate is appointed by CORE Evaluation Team and is responsible for monitoring students' educational plan. His first responsibility is to the student. An advocate may be anyone on the school's staff, but is usually from the Special Education Department and has known the child.

STUDENT WORK OCCUPATION PROGRAM

PROJECT DIRECTOR:

George Selig
380 Elm Street
Northampton, Massachusetts

(413) 586-1042

YEARS IN OPERATION: 5

COST PER CHILD: $2,700

FUNDING SOURCES:

Federal; Local

STUDENT POPULATION:

Population Served - 45 Handicapped

Grade Levels Served - 7-12

Ages Served - 12-21

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Mentally Retarded (Educable, Trainable)

Severity of Handicapping Conditions - Mild; Moderate

SITE DESCRIPTION:

Physical Setting:

Suburban - Single District - Incorporated in regular high school

Instructional Setting:

Work Experience Rooms; Resource Room; Regular Classroom; Work Training and Evaluation Lab

Program Orientation:

Prevocational/Vocational/Academic

Schedule:

Full Day; Partial Day/Work Study

PROJECT STAFF:

Student/Staff Ratio - 8/1
Total Number of Direct Service Staff - 6½

Inservice Training:

Required for all staff - Provided within the building; in the district; at a university.

PROGRAM INFORMATION:

Goals and Objectives: The goals are that the students should direct most of their own behavior, employ some adult behavior and manner, understand cause and effect as related to certain personal and social behavior, make adequate choices independently, have a functional understanding of the environment, have had at least one successful work experience.

Description of Methods and Content of Instruction: The method of instruction includes "hands on" prevocational and vocational experiences as well as regular academic programming. Basic Skill Areas receive intensive attention in our Resource Room. Practical Life Problems are the primary area of instruction in our Work Experience Rooms.

Screening and Testing: Referral and evaluation follows Chapter 766 requirements with prevocational and vocational experiences evaluated almost entirely through behavioral observations. Psychologist, doctor, teachers, and social worker compose team.

Instructional Materials: Materials are chosen on an individual basis.

Use of Community Resources: Northampton Veterans Administration Hospital cooperates through a joint apprenticeship program. Local firms provide training sites initially funded through Massachusetts Rehabilitation Commission.

Parent Involvement: Parents are involved in all evaluations and are consulted in terms of job placement. Parent approval is necessary for every aspect of program.

Post-Graduate Planning and/or Placement: Criteria for graduation is determined for each individual by the evaluation team. One standard requirement, however, is successful job experience. Students are placed by the program and a 5-year follow up is conducted. Student or employer may request post-graduate instruction by the program.

Evaluation: Individual student progress is monitored through "precision teaching techniques". Program is monitored on the basis of program goals. Less than 80% achievement for students involved in program automatically requires program review.

Dissemination Capabilities: Very limited.

Other Information: Of students who have graduated from program, 93% are currently employed.

WORK OPPORTUNITY CENTER

PROJECT DIRECTOR:

John F. Daggett
166 So. Blvd.
West Springfield, Massachusetts 01089

(413) 737-4631

YEARS IN OPERATION: 7 COST PER CHILD: $2,000

FUNDING SOURCES:

Federal Title III funding
LEA Tuitions
BIS AF-4 Grant

OTHER AFFILIATIONS:

Massachusetts Rehabilitation Commission

STUDENT POPULATION:

Population Served - 88 Handicapped

Grade Levels Served - Ungraded

Ages Served - 16 - no upper age limitation

Handicapping Conditions - Physically Handicapped
- Emotionally Disturbed
- Socially Maladjusted
- Learning Disabled
- Mentally Retarded
  - educable
  - trainable
- Multi-handicapped
- Hearing Impaired
- Visually Impaired
- Speech or Languaged Impaired
- Perceptually Impaired
- Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate, severe

SITE DESCRIPTION:

Physical Setting:

Suburban
Regional
Incorporated in regular high school
Incorporated in special or self-contained building

WORK OPPORTUNITY CENTER (Cont'd)

Instructional Setting:

Self-contained special classes
Supplemental Instruction

Program Orientation:	Schedule:
Prevocational	Full Day
Vocational	
Academic	

PROJECT STAFF:

Student/Staff Ratio - 3.5:1
Total Number of Staff - 31

Inservice Training:

Recommended for all staff
Voluntary for all staff
Provided within the district

PROGRAM INFORMATION:

Goals and Objectives: This program operates for the purpose of providing personal services and facilities for the evaluation, training, and sheltered employment of individuals with special needs in order to enable them to perform useful and renumerative work.

Description of Methods and Content of Instruction: We offer functional academics for the developmentally disabled and learning disabled. Prevocational-Vocational skill building, Hazard awareness and protective vocabulary. Occupational training in a sheltered workshop, with an emphasis on competitive employment.

Screening and Testing: We require opthamological, auditory, psychological, and educational plans that conform with Chapter 766, for each incoming student. We also receive referrals from cooperating school systems.

Instructional Materials: Gillingham Reading-Systems 80-Language Master-Open Highways-Sullivan Reading-Reading and audio visual aids in job development-Addison Wesley Series.

Use of Community Resources: Department of Mental Health - Massachusetts Rehabilitation Commission,Community Service Organizations, Donations, etc. Companies within the community provide subcontract work.

Parent Involvement: An incorporated parent group open to present and post-graduates participants of the Work Opportunity Center. Parent group meetings are held on a regular monthly basis. The parent group had a number of fund-raising events.

Post-Graduate Planning and/or Placement: Students who develop highly marketable skills are competitively employed by our full-time vocational Counselor, who follows the progress and advises students for a full year after they leave the WOC. In some cases additional services are considered after the full year of follow-up.

Evaluation: A quarterly progress report is sent to the parents. The progress report has specific behavioral objectives that are evaluated by the on the job supervisor, teachers and tutors.

Dissemination Capabilities: We utilize mailing lists, meetings with the various state and educational systems, along with monthly meetings and monthly area board meetings. We also attend and maintain close ties with the State Department of Education and the state school facilities.

Other Information: Components of our program are: 1) WOC-A (Academic trainable program for developmentally disabled), 2) WOC-B (Sheltered workshop specializing in occupations - Socialization, etc. through sub-contract work and occupational training.), 3) WOC-C (A special program in Prevocational-Academic-Vocational Training for students presently living at the Monson State School), 4) WOC-CTP (A competitive training program for the individual almost ready for competitive employment).

We presently are serving the needs of eleven communities in Western Massachusetts plus other communities whose children are enrolled in WOC-C.

NEW HAMPSHIRE

CROTCHED MOUNTAIN CENTER

PROJECT DIRECTOR:

John F. Bell, M.D.,M.P.H.
President
Crotched Mountain Center
Greenfield, New Hampshire 03047

(603)-547-3311

YEARS IN OPERATION: 23

COST PER CHILD: individually determined according to program

FUNDING SOURCES:

Public agencies; private insurance companies, private funds, federal grants

STUDENT POPULATION:

Population Served - 125-130 Handicapped

Grade Levels Served - 1 -12

Ages Served - 4-21

Handicapping Conditions - Physically Handicapped
Deaf
Emotionally Disturbed
Hearing Impaired
Socially Maladjusted
Visually Impaired
Learning Disabled
Mentally Retarded
  educable
  trainable
Speech or Languaged Impaired
Perceptually Impaired
Neurologically Impaired
Multi-Handicapped

Severity of Handicapping Conditions - mild, moderate, severe

SITE DESCRIPTION:

Physical Setting:

Rural, Single District, Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes - 10 lower school, 1 upper school
Resource Room - 1
Regular Classroom - 7
Supplemental Instruction - 9

Program Orientation:	Schedule:
Prevocational Vocational (limited) Academic Classroom Readiness	Full Day

PROJECT STAFF:

Student/Staff Ratio - 1:3
Total Number of Staff - 267

Inservice Training:

Required for all staff
Provided within the building
Provided at a university/other

PROGRAM INFORMATION:

Goals and Objectives: The Crotched Mountain goal is to provide a balanced prescription of educational and therapeutic services to students with multiple handicaps. A wide range of program elements address the medical, educational, emotional and social needs of each student accepted for enrollment.

Description of Methods and Content of Instruction: Instruction is provided in academic, prevocational, and vocational areas. The academic areas include language arts, social studies, science and mathematics. The methods depend on the needs and learning styles of the individual. Occupational areas include graphics, office occupation, woodworking, electricity, distributive education, work adjustment experiences, and small engine repair.

Screening and Testing: Physical and occupational therapy evaluations performed by licensed therapists; Educational and psychological evaluations performed by qualified personnel; Speech evaluations performed by speech clinicians and speech pathologists; Audiological evaluations performed by qualified personnel.

Instructional Materials: Exemplary materials include Project Life, California Curriculum for Multiply Handicapped Deaf, etc. Other materials include transparencies, filmstrips, film loops, captioned film and a broad inventory of teaching materials suitable for all kinds of special education.

Use of Community Resources - Public or Private: Public school as first step towards total integration into community; community hospital for acute medical problems; fraternal and social organizations as resource for special needs; religious education and services through ecclesiastics of major faiths.

Parent Involvement: Parent organization; staffing participation; signing courses; behavior management extension; social case work.

Post-Graduate Planning and/or Placement: Criteria for graduation is variable dpending upon nature and extent of individual handicaps and programs in which entered. Job placement, follow-up educational placement, and student follow up are accomplished by state and local public educational and vocational facilities and Crotched Mountain counselors, teaching staff, and Project Reach personnel staff element especially designated to accomplish alternate placement, employment positioning and follow-up surveillance.

Evaluation: Students are evaluated periodically by all interested Crotched Mountain personnel for progress in program and for program design change.

HOOD JUNIOR HIGH RESOURCE TEAM

PROJECT DIRECTOR:

Director of Special Services
Hood Junior High School
Hood Road
Derry, New Hampshire 03048

(603) 432-9511

YEARS IN OPERATION: 3

FUNDING SOURCES:

Local District Funds; Title I

OTHER AFFILIATIONS:

Support from local businesses, civic clubs, etc.

STUDENT POPULATION:

Population Served - 40 Handicapped

Grade Levels Served - 6-8

Ages Served - 12-16

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded (Educable)
Multihandicapped
Speech or Language Impaired
Perceptually Impaired

Severity of Handicapping Conditions - Mild; Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Rural - Single District - Incorporated in regular high school

Instructional Setting:

Resource Room; Regular Classroom; Supplemental Instruction

Program Orientation:	Schedule:
Prevocational/Vocational/Academic/Other	Full Day; Partial Day/Work Study; Partially/Other

HOOD JUNIOR HIGH RESOURCE TEAM (Cont'd)

PROJECT STAFF:

Inservice Training:

Required for all staff; provided within the building, in the district, at a university, various workshops.

PROGRAM INFORMATION:

Goals and Objectives: The goals of the program are to improve the student's self image and to provide alternatives to unacceptable social behavior.

Description of Methods and Content of Instruction: Some of the basic skill areas taught are math and reading/language. Students are also involved in the regular classes. A work/study program is available to students in which the students are found jobs in local businesses. The student is paid an hourly wage for work done. Each student has an individual program. In-class group counseling is done on a regular basis at which student's values are discussed.

Screening and Testing: Student referral is done by teachers, counselors, administrators, and/or parents. A general staffing of teachers involved, the administration, counselors, specialists (both educational and medical) is called. A case coordinator is assigned and intelligence, projective, and medical tests are given. Admittance is a result of staffing.

Instructional Materials: The following materials have been used successfully: "The Action Series"; Xerox "Score" Reading Series; Math Improvement Kit; "Dr. Spelle"; "Pathways to the Sea"; Creative Products Math Kit; Poloroid Cameras and Film; Pal Books by Xerox.

Use of Community Resources: Derry Recreation Department - helped set up and cooperated in a work program for resource students twice a week. Local businesses - farms, florists, stores have provided summer employment for resource students without any government support. Manpower has provided funds for students to work in the summer where necessary. Oddfellows are providing money for summer camps; other groups are being solicited for similar funding.

Parent Involvement: Parents are met with at least four times a year. If a parent requests, or seems in need of family help, the resource team will counsel or suggest alternatives. The team also acts as a friend of the court in cases where necessary.

Post-Graduate Planning and/or Placement: Currently those graduating from the 8th Grade are staffed out of the program with recommendations for further schooling. The team is active in finding suitable placement beyond the 8th Grade. Also, students may be placed in job training programs if they are terminating their formal education. N.E.E.D. of Nashua is such a place.

Evaluation: Evaluation involves an assessment of skills and behavior exhibited by the student in start of the school year, measurable goals, objectives and expectations to meet their individual needs, keeping of current logs of events to see if patterns are developing. Also involved in evaluation are attendance, reading tests, evaluation sheets, report cards, and parent conferences.

Other Information: Discipline is dealt with by the resource team on an individual basis. Logical consequences are used and have become a mainstream in the philosophy behind the program. An example of this is the student who is a truant. Rather than send a truant officer, the resource teacher will take several students and pick him up. Experience has shown that peer pressure from the group has virtually eliminated truancy.

PREVOCATIONAL TRAINING PROGRAM

PROJECT DIRECTOR:

Edward Mulvey
New Hope - New Horizons, Inc.
331 Main Street
Keene, New Hampshire 03431

(603) 352-7005

YEARS IN OPERATION: 1 COST PER CHILD: $4,388

FUNDING SOURCES:

Towns, County, State. Federal, Individual donations, Foundation aid

STUDENT POPULATION:

Population Served - 25 Handicapped

Ages Served - 13-30

Handicapping Conditions - Physically Handicapped
Mentally Retarded (Educable, Trainable, Severe)
Speech or Language Impaired

Severity of Handicapping Conditions - Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Rural - Regional - Incorporated in special or self-contained building

Program Orientation:	Schedule:
Prevocational	Full Day

PROJECT STAFF:

Student/Staff Ratio - 5/1
Total Number of Staff - 8

Inservice Training:

Required for all staff

PROGRAM INFORMATION:

Goals and Objectives: To establish a prevocational program which integrates necessary academic skills with appropriate work and community exposure.

Description of Methods and Content of Instruction: Strong behavioral orientation; small classes; individualized instruction; content areas include: 1) prevocational training, 2) math, 3) reading, 4) speech and language development, 5) cooking, 6) sewing, 7) domestic cleaning, 8) community living skills, and 9) sex education.

Screening and Testing: Clients up to the age of 21 are referred by LEA (Local Education Agency) placement teams from each school district in Cheshire County. Clients over the age of 21 are referred by Vocational Rehabilitation, Division of Welfare, Fixed Point of Referral, Guardianship Trust and Home Program, or directly by the client's family. All formal evaluations are done prior to a client's entry into the program by either Monadnock Children's Special Services Center or local Vocational Rehabilitation. Internally, a variety of skill assessments are used to determine a profile of each client's strengths and weaknesses. Most of the assessment instruments used have been adapted from the Dictionary of Occupational Titles, Read Project materials (B.E.P., Inc., Nichols House, Harvard University), Chapter 766 Core Evaluation Manual, and other sources.

Instructional Materials: Distar: Arithmetic, Language and Reading Programs; Developmental Syntax Program; Social Learning Curriculum (Goldstein); Read Project Manuals (Behavioral Education Projects, Inc., Harvard University).

Use of Community Resources: Monadnock Children's Special Services Center (comprehensive evaluation and diagnostic services); Monadnock Family Services Center (individual and group counseling, sex education); Vocational Rehabilitation (evaluation and other support services); Fixed Point of Referral (single door entry to developmental disability services available locally); Keene City Parks and Recreation Department; Retired Senior Volunteer Program (volunteers); Keene Junior High School - mainstreaming younger clients.

Parent Involvement: Assist program staff establish priorities for client's case plan; periodic conferences to review client progress; parent training in behavior modification techniques for those who are willing.

Post-Graduate Planning and/or Placement: Termination of service is based upon satisfying individualized criteria specified in the client's case plan. This varies from client to client. Job placement and follow-up capabilities are limited to what instructional staff can coordinate within the agency or externally with Vocational Rehabilitation. It should be noted that each instructional staff person also functions as an in-program case manager for five clients.

Evaluation: The students are evaluated by the staff in all academic areas and behaviorally. The evaluations are written in terms of objectives which are determined by the teacher. The program is being continually evaluated and revised through meetings by all staff members.

TUTORIAL PROGRAM, KEARSARGE REGIONAL HIGH SCHOOL

PROJECT DIRECTOR:

David W. Royle
Kearsarge Regional High School
North Road
North Sutton, New Hampshire 03260

(603) 927-4261

YEARS IN OPERATION: 5

FUNDING SOURCES:

Local School Board

OTHER AFFILIATIONS:

Vocational Rehabilitation

STUDENT POPULATION:

Population Served - 25 Handicapped

Grade Levels Served - 9-12

Ages Served - 14-21

Handicapping Conditions - Physically Handicapped
Socially Maladjusted
Learning Disabled
Mentally Retarded (Educable)
Multihandicapped
Visually Impaired
Speech or Language Impaired
Neurologically Impaired

Severity of Handicapping Conditions - Mild

SITE DESCRIPTION:

Rural - Regional - Incorporated in regular high school

Instructional Setting:

Resource Room

Program Orientation:	Schedule:
Vocational/Academic	Full Day; Partial Day/ Work Study

PROJECT STAFF:

Student/Staff Ratio - 25/2
Total Number of Staff - 2

Inservice Training:

Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: To integrate 100% of tutorial students into the main stream at Kearsarge Regional High School; the community being educated regarding Special Education; normalization of tutorial students into the mainstream; to assist the parents in understanding their own problems as they relate to the child's special needs; to give the parents an opportunity to participate in the child's program; to assist and support parents in developing child rearing practices appropriate to the individual child; to promote healthy growth and development in each individual.

Description of Methods and Content of Instruction: Students that are in the Tutorial Program are integrated into the regular classes. The students come to the Tutorial Program for extra help in reading, doing assignments, and any problems that they might have with social, physical, or academic education. If a teacher has four or five of the tutorial students in the class, an aide or tutorial teacher will work along with the classroom teacher. A comprehensive sex and health education program is given each year for one week. These students take the same courses for graduation as the rest of the students.

Screening and Testing: If a teacher thinks that a student needs special attention because of some special needs, she refers the student for testing through the Guidance Department. After a series of tests and evaluation and a parent conference with the special placement team, the student can become part of the Tutorial Program.

Instructional Mateials: Three cassettes and 50 blank cassette tapes help in oral reports for the students. In most cases, the students use the materials that the reguler students use.

Use of Community Resources: Because of a well educated community concerning special education, we use the community for work study programs and assistance in funding work/study programs.

Parent Involvement: Parents are very much involved in the Tutorial Program. They have the opportunity to come in the school and help work with other students in the program. They may at any time come in and observe what is happening. This does happen.

Post-Graduate Planning and/or Placement: The students in the program are taken on field trips during their freshmen and sophomore years. Through testing, we know in what areas each student's interests lie. During their junior and senior years, the students are put out on a work study experience and receive credit for their work. They are given one (1) credit towards their graduation each year of work.

Evaluation: Starting this year, each student will be evaluated with a written report on his objectives that were met for that year. Each year, a new set of goals and objectives are written on each student's program. The overall program design is covered in the major goals of the Tutorial Program.

Dissemination Capabilities: We have been asked many times in the State of New Hampshire to give a description of our program. We do this by bringing along a teacher from the high school, two or three of the students, parents of the students, and the director of the Tutorial Program.

Other Information: Peer tutors help in having other students understand what the Tutorial Program goals are. Students that have an interest in Special Education can come in and assist the students with their work. The program has resulted in teacher acceptance of developmentally disabled students in their classes.

VESTIBULE PROGRAM

PROJECT DIRECTOR:

Olouse Tullos
Claremont Vocational Technical College
Hanover Street
Claremont, New Hampshire

(603) 542-7744

YEARS IN OPERATION: 3 COST PER CHILD: $2,100.00

FUNDING SOURCES:

HEW Title 6
New Hampshire Department of Special Education
Vocational Rehabilitation

STUDENT POPULATION:

Population Served - 35 Handicapped

Ages Served - 18+

Grade Levels Served - Post-Secondary

Handicapping Conditions - Learning Disabled
Multi-Handicapped
Deaf
Hearing Impaired
Visually Impaired
Perceptually Impaired

Severity of Handicapping Conditions - mild, moderate, severe

SITE DESCRIPTION:

Physical Setting:

Regional
Incorporated in Vocation-Tech. College Building

Instructional Setting:

Resource Room
Regular Classroom

Program Orientation:

Vocational
Academic
Social Exploration

Schedule:

Full Day

PROJECT STAFF:

Student/Staff Ratio - 3:1
Total Number of Staff - 19

Inservice Training:

Recommended for all staff
Voluntary for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: The goal of the program is to supply incoming students with academic/vocational/social skills which will enable them to succeed in a regular post-secondary curriculum which could range in scope from a 2 year vocational technical college program to a 4-year liberal arts program.

Description of Methods and Content of Instruction: Although individualized, course content includes a great emphasis on communication skills (i.e. English, Reading, Sign Language) which incorporates needed academic/vocational/social awareness, as well as math skills. The students are able to also take, on an individual basis, regular courses offered at the Vocational Technical College at Claremont.

Screening and Testing: Presently, evaluations of incoming students are done through personal interviews and subjective examination of the student's secondary records.

Instructional Materials: Program provides interpreters for the deaf in classes; Program provides tape recorders from which notes are transcribed by regular students on work study programs; SRC Reading Programs; Video equipment for teaching sign language; Film programs to teach sign etc.

Use of Community Resources: As this is a post-secondary education facility and we are located in a small town, the opportunities for use of community resources are not that readily available.

Post-Graduate Planning and/or Placement: Upon obtainment of academic/vocational/social skills, counselor aids in placement of students within New Hampshire Voc-Tech College System or appropriate four year post-secondary school outside of New Hampshire (i.e. Gallaudet College for Deaf); Follow-up is only accomplished with those students remaining within the State Vocational-Technical College System.

Evaluation: Students are graded by instructors in remediation courses on their abilities to reach level of proficiencies in academic needed at the Post-Secondary Vocational Programs in New Hampshire. Students are graded and evaluated in regular Post-Secondary Programs equally with rest of students.

Dissemination Capabilities: Other then the two personnel who are responsible for in-service training at other Vocational Technical Colleges and some public relations, the dissemination process is in the embryonic stages presently.

NEW JERSEY

ALL CHILDREN TOTALLY INVOLVED EXERCISING (ACTIVE)

PROJECT DIRECTOR:

Dr. Thomas M. Vodola
Ocean Township Elementary School
Dow Avenue
Oakhurst, New Jersey 07755

(201) 229-4100 ext. 260

YEARS IN OPERATION: 4

COST PER CHILD: $5.00

FUNDING SOURCES:

Township of Ocean, ESEA Title III, Title IVC

STUDENT POPULATION:

Population Served - 5,000 Handicapped
5,000 Non-Handicapped

Grade Levels Served - Pre K - 12

Ages Served - 3 yrs. - up

Handicapping Conditions - Physically Handicapped
- Deaf
- Emotionally Disturbed
- Hearing Impaired
- Socially Maladjusted
- Visually Impaired
- Learning Disabled
- Blind
- Mentally Retarded
  - educable
  - trainable
  - severe
- Multi-Handicapped
- Perceptually Impaired
- Neurologically Impaired

Severity of Handicapping Conditions - mild, severe, ambulatory

SITE DESCRIPTION:

Physical Setting:

Suburban, State-wide Network, Incorporated in regular high school and in special or self-contained building

Instructional Setting:

Program is adaptable to all settings: self-contained special classes, resource room, regular classroom, supplemental instruction.

Program Orientation:	Schedule:
Physical Education/Special Education	30 minutes per day

PROJECT STAFF:

Student/Staff Ratio - 10:1
Total Number of Staff - 30

Inservice Training:

Required for partial staff
Recommended for all staff
Voluntary for all staff
Provided throughout New Jersey

PROGRAM INFORMATION:

Goals and Objectives: Provide a physical education teacher training program which will enable participants to: individualize instruction for children with low physical vitality, be directly involved in concrete practicum experiences working with the handicapped and, develop specific teaching competencies; Provide consultant services to participating public/private schools and agencies.

Description of Methods and Content of Instruction: Developmental and adapted physical education. Students are classified for phys. ed. on basis of physical limitations, motor ability, or physical performances. Individual programs are designed and evaluated for each student.

Screening and Testing: Students with low physical vitality are identified through administering of Roger's Physical Fitness Index. Referrals also come thru staff members and family physicians.

Instructional Materials: Teaching model kit includes: teacher training manual and filmstrip; low motor ability manual and filmstrip; six additional manuals addressed to specific handicapping conditions. Cost - approximately $50.00.

Use of Community Resources: Family physicians are consulted with and their approval sought for all programs for students.

Parent Involvement: Teacher-parent conferences conducted to make parent aware of student's strengths and weaknesses in this area and proposed program. Parental consent is necessary for participation in program.

Evaluation:

1. Individual Student Progress - Students are pre-tested to assess physical-motor status; students are re-tested at 18 week intervals to assess progress and need for program changes.

2. Overall Program Design - Six pupil research studies reflected significant gains in motor and other psychomotor skills.

Dissemination Capabilities: Teaching model kit available for purchase; demonstrations given at ACTIVE site with two (2) weeks notice; training workshops for teaching staff provided (five - 8 hour sessions to implement entire program).

Other Information: Although this program is New Jersey based, it has conducted awareness workshops throughout the United States and the program has been replicated in communities of Iowa, Nebraska, New Mexico, New York, and Minnesota.

ALTERNATIVE HIGH SCHOOL PROGRAM

PROJECT DIRECTOR:

Mrs. Mary Lou Franz
2060 Princeton Pike
Lawrenceville, New Jersey

(609) 394-5150

YEARS IN OPERATION: 3

FUNDING SOURCES:

Local Board of Education

STUDENT POPULATION:

Population Served - 25 Handicapped

Grade Levels Served - 9-12

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Suburban, Single District, Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes - 3

Program Orientation:	Schedule:
Academic	Partially/Other

PROJECT STAFF:

Student/Staff Ratio - 7:1
Total Number of Staff - 3 2/5

PROGRAM INFORMATION:

Goals and Objectives: To provide a supportive educational setting for students unable to function in a regular high school with the ultimate goal to return them to the high school.

Description of Methods and Content of Instruction: Half-day academic with a choice of vocational school, work, enrichment or volunteer work in the afternoon.

Screening and Testing: Initially referred by high school guidance counselor - next evaluated by Child Study Team and recommendation for placement in program made.

Use of Community Resources: Lawrenceville Presbyterian Church - houses program.

Parent Involvement: Social worker has close contact with families. Parents invited to school social activities.

Post-Graduate Planning and/or Placement: Referred to appropriate community agencies - Rehabilitation Commission, American Association of Mental Health.

Evaluation: Evaluation of individuals and program by forms to parents, students and teachers.

AMERICAN INSTITUTE FOR MENTAL STUDIES, THE TRAINING SCHOOL

PROJECT DIRECTOR:

William E. Smith, Ed.D
1667 East Landis Avenue
Vineland, New Jersey 08360

(609) 691-0021

YEARS IN OPERATION: 88

FUNDING SOURCES:

Private, tuitions

STUDENT POPULATION:

Population Served - 330 Handicapped

Ages Served - 4 - geriatric

Handicapping Conditions -
- Physically Handicapped
- Emotionally Disturbed
- Socially Maladjusted
- Learning Disabled
- Mentally Retarded (Educable, trainable, severe)
- Multi-Handicapped
- Deaf
- Hearing Impaired
- Visually Impaired
- Speech or Language Impaired
- Neurologically Impaired

Severity of Handicapping Conditions - Moderate; severe

SITE DESCRIPTION:

Physical Setting:

Rural - Serves children from New Jersey and throughout the country - Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes; Resource Room; Supplemental Instruction

Program Orientation:	Schedule
Prevocational/Vocational/Academic	Full Day; Partial Day/Work Study

PROJECT STAFF:

Student/Staff Ratio - 7/1 Approximately
Total Number of Staff - 310

Inservice Training:

Required for partial staff (Cottage Personnel) - Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: A.I.M.S. offers individualized programs to meet the broad range of needs of its handicapped clients. Each individual is trained and educated to reach the highest possible level of personal competence and fulfillment.

Description of Methods and Content of Instruction: Academic, vocational, social, recreational, and clinical programs are designed to develop each individual to his highest potential.

Screening and Testing: Prior to admission, a potential student's academic, psychological, social, and medical histories are obtained and screened by our Admissions Committee. A personal interview with the applicant is also arranged prior to admission.

Use of Community Resources - Public or Private: Social and vocational development is enhanced by the use of all community resources available for recreation, education, and wherever possible, job placement for the handicapped client.

Parent Involvement: Parents are invited to meet with the professional staff to discuss the progress of the student. Visitation is encouraged at any time and special parent-student events are scheduled through the year.

Post-Graduate Planning and/or Placement: Community placement of the handicapped student is arranged whenever this is within the scope of the student's abilities. Student's may also be placed in community based employment while continuing to live at A.I.M.S.

Evaluation:

1. Individual Student Progress - Students are evaluated by all professional and clinical areas after the first three months of enrollment and again at the end of each year thereafter.

2. Overall Program Design - Program designs are altered at any time upon the advice of the Program Committee.

Dissemination Capabilities: Reports of the findings of the initial three month and annual evaluations are submitted to parents and any sponsors involved with a student's placement at A.I.M.S.

THE BANCROFT SCHOOL & COMMUNITY

PROJECT DIRECTOR:

Dr. Clarence N. York
Hopkins Lane
Haddonfield, New Jersey 08033

(609) 429-0010

YEARS IN OPERATION: 93

COST PER CHILD: $14,840 Residential
$ 4,500-$5,050 Day

FUNDING SOURCES:

State; Local. Fifty percent of the residential students are privately funded.

OTHER AFFILIATIONS:

Indirect support of students: 50% of residents and 98% of day students are supported in whole or in part by local school boards and State Welfare, Education and Mental Health Departments.

STUDENT POPULATION:

Population Served - 250 Handicapped

Grade Levels Served - Ungraded (Preschool-High School)

Ages Served - 4 years up

Handicapping Conditions - Physically Handicapped*
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded (Educable, Trainable)
Deaf
Hearing Impaired
Visually Impaired
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - Mild; Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Suburban - Regional - Private School

Instructional Setting:

Self-contained special classes; Resource Room; Supplemental Instruction

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*Must be ambulatory

THE BANCROFT SCHOOL & COMMUNITY (Cont'd)

Program Orientation:	Schedule:
Prevocational/Vocational/Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 1/1
Total Number of Staff - 278

Inservice Training:

Required for all staff; provided within the building.

PROGRAM INFORMATION:

Goals and Objectives: The Bancroft School has as its overall educational objective the educational and emotional preparation necessary for each student to live as productively and independently a life style as possible. The goal of the Bancroft Community is to help handicapped individuals 16 years and older deal with everyday living. We strive to make life for our residents as close as possible to what is considered normal for residents in a general community.

Description of Methods and Content of Instruction: The curriculum areas encompass all the disciplines found within the public school and vocational services have recently been expanded to service those children whose aptitudes and skills are appropriate. The residents of the Bancroft Community learn basic living skills by actually shopping, cooking, etc. The residents can live in one of the Community's apartments where they increase their self-sufficiency. Ultimately the resident will be helped by Bancroft staff to move into their own apartment. A horticultural, agricultural and animal husbandry business has been set up for vocational training. An apprenticeship is later set up with businesses in the community.

Screening and Testing: Screening involves the observation of the child in an observation room with a one way screen used by the psychologist and psychiatric social worker. The child is given a comprehensive evaluation by the Child Study Team. Tests used in the evaluation are: Standard Reading Inventory - McCracken, Key Math, Durrell Spelling Tests and handwriting tests.

Instructional Materials: Materials include High Interest Low Vocabulary Materials, Development Learning Materials, and Vocational Materials including food services equipment, sewing equipment, assembly line, and shop equipment. The Community has apartments, agricultural equipment, etc.

Use of Community Resources: Clinical referrals for evaluation; public schools, private schools, private physicians; private counseling agencies; hospital clinics; Catholic Charities; drug abuse programs; Division of Vocational Rehabilitation Services; New Jersey Association for Retarded Children; Goodwill. The Bancroft Community has involvement with community businesses for vocational training placement.

Parent Involvement: Parents are involved through the Day School Parents Organization which meets monthly. Residential parents have two meetings a year when the staff is available for conferences. All parents are invited to communicate directly with the staff by telephone or letter. Day school conferences for parents and teachers are held regularly. Parents in the Early Childhood program serve on a regular basis in the classroom.

Post-Graduate Planning and/or Placement: Students in the Bancroft Community are placed when possible in apprenticeships in community businesses.

Evaluation: An Individual Learning Prescription is made for each student with specific recommendations and objectives. The progress report is given twice a year following a team conference in which the sending district representatives are involved and all team members from Bancroft are present. The report is sent to parents, sending districts, and agencies involved in the child's placement.

Dissemination Capabilities: Brochures available upon request.

Other Information: The Bancroft Community was established in 1973 and is patterned after successful counterparts in Sweden and Denmark. It is for individuals 16 years of age and older, whose potential is limited by learning disabilities, mental retardation and emotional problems of adjustment.

CAREER DEVELOPMENT PROGRAM

PROJECT DIRECTOR:

Robert E. Lampert
Pascack Valley Council for Special Education
609 Westwood Avenue
River Vale, New Jersey 07675

(201) 666-4112

YEARS IN OPERATION: 4

COST PER CHILD: $1,600

FUNDING SOURCES:

State and local

OTHER AFFILIATIONS:

Also received direct federal funds for the 1975-76 school year

STUDENT POPULATION:

Population Served - 30 Handicapped

Grade Levels Served - 7-12

Ages Served - 14-19

Handicapping Conditions - Physically Handicapped
Learning Disabled
Mentally Retarded (Educable)

Severity of Handicapping Conditions - Moderate

SITE DESCRIPTION:

Physical Setting:

Suburban - Regional - Incorporated in regular high school

Instructional Setting:

Self-contained special classes

Program Orientation:

Vocational

Schedule:

Partial Day/Work Study

PROJECT STAFF:

Student/Staff Ratio - 10/1
Total Number of Staff - 10

Inservice Training:

Required for partial staff (All Special Education teachers)

PROGRAM INFORMATION:

Goals and Objectives: The general goals of this program are to prepare each pupil, upon leaving our program, for immediate employment or acceptance in a program for further training.

Description of Methods and Content of Instruction: The program offers career development from the ages of 3-21. At the elementary level, career awareness entails use of technology for children, social learning curriculum and portable training units that are equipped with project in specific areas. The Junior High level offers career exploration. During this 2-year program, the pupils are cycled through home economics, industrial arts, business education, and science. Career experience is provided for ages 14-16. A work simulation center will provide conditions as nearly like a real work situation as possible. Career skill development is provided for ages 14-21. This phase will provide actual job experience and training alternates, continued vocational evaluation and career counseling.

Screening and Testing: All students in the Special Education program are eligible for the Career Program. Pre and Post tests are given to assess growth. Instruments have been developed by the Pascack Valley Council for this purpose.

Instructional Materials: Technology for Children; Herbert Goldstein's Social Learning Curriculum.

Use of Community Resources: Private industry acts as advisory to the program and also provides job sites and field trip sites.

Parent Involvement: A parent advisory group meets monthly with the Director to review all programs. Individual parents are met with as their children are placed on the job.

Post-Graduate Planning and/or Placement: Students graduate as they complete their individualized program. Job placement occurs through the services of a CIE-3 Coordinator.

Evaluation: Behavioral objectives are established in all areas. The student's individual progress is observed as he proceeds through the objectives of the overall program.

Dissemination Capabilities: The Director is available to present the program using a slide, tape presentation.

CENTER SCHOOL (ESSEX COUNTY HOSPITAL CENTER)

PROJECT DIRECTOR:

Harold S. Scott
Cedar Grove Board of Education
Cedar Grove, New Jersey 07009

(201) 239-0499

YEARS IN OPERATION: 14

FUNDING SOURCES:

Local Education Agency

STUDENT POPULATION:

Population Served - 60 Handicapped

Ages Served - 12-18

Handicapping Conditions - Emotionally Disturbed
Mentally Retarded
educable

Severity of Handicapping Conditions - moderate, severe

SITE DESCRIPTION:

Physical Setting:

Suburban, Single District, Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes - 9

Program Orientation:	Schedule:
Prevocational Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 5:1
Total Number of Staff - 12

Inservice Training:

Required for all staff
Provided within the building
Provided in the district

CENTER SCHOOL (ESSEX COUNTY HOSPITAL CENTER) (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: To provide educational experience for hospitalized adolescents so that they will be able to return to home district or residential placement.

Description of Methods and Content of Instruction: Small group instruction in language arts, math, social studies, and all other subject areas.

Screening and Testing: Hospital medical and psychological staff refer adolescent to school following work-ups. School personnel administer placement tests.

Instructional Materials: Basic junior/senior high school material. Special education texts. Hoffman and Craig Reading Equip. Employment Orientation Program. Consumer Education Program.

Use of Community Resources: Local libraries, museums, state colleges which supply volunteer reading and speech teachers.

Parent Involvement: Minimal. The majority of parent involvement is with the medical staff or social service department of the hospital. We do, however, encourage parental visits and conferences.

Post-Graduate Planning and/or Placement: Completion of courses determined by home district and our staff. Follow-up and job placement is done by hospital social service department.

Evaluation: Student record cards, pre-adm. tests, periodic learning consultant evaluations.

Dissemination Capabilities: Welcome visits from interested persons.

MARIE H. KATZENBACH SCHOOL FOR THE DEAF

PROJECT DIRECTOR:

Philip E. Cronlund
320 Sullivan Way
West Trenton, New Jersey 08628

(609) 883-2600

YEARS IN OPERATION: 93

FUNDING SOURCES:

New Jersey State Department of Education

STUDENT POPULATION:

Population Served - 550 Handicapped

Grade Levels Served - K-12

Ages Served - 4-21

Handicapping Conditions - Deaf
Hearing Impaired
Speech or Language Impaired

Severity of Handicapping Conditions - Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Rural - State-wide Network - Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes

Program Orientation:	Schedule:
Vocational/Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 7.5/1
Total Number of Staff - 314

Inservice Training:

Required for partial staff - Recommended for partial staff - Voluntary for partial staff - Provided within the building.

MARIE H. KATZENBACH SCHOOL FOR THE DEAF (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: To provide the hearing impaired youngster with both vocational and academic training.

Description of Methods and Content of Instruction: The upper school provides a five year high school program including academic and vocational offerings. Language and communication skills are stressed throughout the program. All methods of communication are utilized and stressed: Speech, speechreading, use of residual hearing, sign language, and fingerspelling.

Screening and Testing: Children are referred from over 600 school districts in the State of New Jersey. Each is evaluated by the local district's Child Study Team.

Use of Community Resources: Katzenbach is used as a demonstration school for Trenton State College for students specializing in teaching the deaf. Gallaudet and other colleges also utilize the school for intern and research projects.

Parent Involvement: Parent Organization; on-campus parent training; parent visitation; parent conference.

Post-Graduate Planning and/or Placement: Completion of four year high school course (accredited); vocational placement by principal; instructor and vocational rehabilitation; employee questionnaire follow-up. Students capable of higher education are given a program preparing them to enter Gallaudet College or appropriate post-secondary programs.

Evaluation: Gates-MacGinitie Reading Test; Teacher Tests; Stanford Achievement Test.

Dissemination Capabilities: "Jersey School News"

Other Information: Eighty-five percent of the students reside at the school. The remaining 15% is made up of day students who live within commuting distance. The school operates on a five day week, 10 month basis with all students returning to their homes each weekend and during vacation periods.

JOHN F. KENNEDY SCHOOL

PROJECT DIRECTOR:

Samuel L. Berliner
Principal
311 South 10th Street
Newark, New Jersey 07103

(201)-733-6788

YEARS IN OPERATION: 8

FUNDING SOURCES:

Newark Board of Education

STUDENT POPULATION:

Population Served - 280 Handicapped

Ages Served - 5-20

Handicapping Conditions - Mentally Retarded trainable

Severity of Handicapping Conditions - moderate

SITE DESCRIPTION:

Physical Setting:

Urban, Single District, Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes - 25

Program Orientation:	Schedule:
Prevocational Vocational Academic Self-help and "survival" skills	Full Day

PROJECT STAFF:

Student/Staff Ratio - 7:1
Total Number of Staff - 42

Inservice Training:

All staff certified - special education

PROGRAM INFORMATION:

Goals and Objectives: To develop skills of self-help, self-care, personal hygiene; To develop skills of survival so that individual may be as independent as possible; To develop work skills so that individual may be capable of entry into any one of a number of post school activities.

Description of Methods and Content of Instruction: Self-care, Self-help, communication (receptive and expressive), basic number work, some reading and writing skills, employment orientation, home living skills.

Screening and Testing: Personnel involved: child study team - social worker, psychologist, learning disability teacher consultant. If required - doctor (psychiatrist and/or neurologist), nurse, teacher, principal.

Instructional Materials: School has developed, within past 6 years, employment orientation program consisting of in-school "Work Activity Center" licensed by US Dept. of Labor. Sheltered workshop concept, with some subcontract work, is developed.

Use of Community Resources: 1) NJ Rehabilitation Commission - referral for workshop training and placement; 2) Occupational Center Essex County-training and workshop facility; 3) Essex Unit, NJ Association Retarded Citizens - adult activity placement; 4) Division Mental Retardation - referral for services.

Parent Involvement: Parents involved in child study team evaluation and recommendation. Parent involved in decision re: post school placement.

Post-Graduate Planning and/or Placement: Graduation criteria - age 20; Job Placement Resources - see Community Resources above.

Evaluation: Work habits, attitudes and skills are evaluated yearly utilizing a points scale. This, along with child study team evaluation, is used to determine appropriate post school placement facility.

Dissemination Capabilities: Through Newark Board of Education.

Other Information: 1) Students in this school, for the most part, are not capable of performance necessary for placement in the competitive labor market. However, two students were placed recently in maintenance department of large insurance company; 2) Workshop phase began with federally funded program - Vocational Education Act Amendments 1968. Funded for 3 years; 3) Currently funded "Travel Training Program" - to train students to travel independently in the community, via public transportation.

NORTH JERSEY REGIONAL HEARING IMPAIRED CENTER

PROJECT DIRECTOR:

Frank Mattiace, Coordinator
Ronnie Bernhard, Department Supervisor
45 Reinhardt Road
Wayne, New Jersey 07470

(201) 742-6000 xt 75 (Voice or TTY)

YEARS IN OPERATION: 3

COST PER CHILD: $4,400

FUNDING SOURCES:

Tuition from sending districts

STUDENT POPULATION:

Population Served - 67 Handicapped; 2,200 Nonhandicapped

Grade Levels Served - 9-12

Ages Served - 14-21

Handicapping Conditions - Learning Disabled
Mentally Retarded (Educable, Trainable)
Multihandicapped
Deaf
Hearing Impaired
Visually Impaired
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - Moderate

SITE DESCRIPTION:

Physical Setting:

Urban/Suburban - Regional - Incorporated in regular high school

Instructional Setting:

Self-contained special classes; resource room; regular classroom (vocational or academic regular classes with interpreter)

Program Orientation:

Prevocational/Vocational/Academic

Schedule:

Full Day

PROJECT STAFF:

Student/Staff Ratio - 8/1
Total Number of Staff - 22

Inservice Training:

Recommended for all staff - Provided in the district and at New York University.

PROGRAM INFORMATION:

Goals and Objectives: To use evaluative and exploratory work situations to promote SUCCESS through individual interests, aptitudes and abilities.

Description of Methods and Content of Instruction: Academic Language Arts, Mathematics, Social Studies, Physical Education. Employment orientation involves rotation through a number of occupational and vocational shop areas. The Vocational program also involves part-time work experiences in industry.

Screening and Testing: Referral Classroom Teacher - Child Study Team - Coordinator of Special Needs, LDTC, Psychologist, Psychiatrist, Nurse, Speech Therapist, Interpreter. Tests: Hiskey Nebraska, Leiter International.

Use of Community Resources: New Jersey Association of the Deaf - North Jersey Chapter support our activities - donation of 2 TTY's.

Post-Graduate Planning and/or Placement: Job placement is handled by New Jersey Vocational Rehabilitation Commission, Coordinator of Industrial Education, and parents.

Evaluation: Weekly staffings are held from 3-4 p.m. Written evaluations are done annually. We are evaluated by the State Department of Education.

RESOURCE ROOM II AND CORE CURRICULUM

PROJECT DIRECTOR:

John J. Kerrigan
Columbia High School
Maplewood, New Jersey 07040

(201) 762-5600

YEARS IN OPERATION: 2

FUNDING SOURCES:

State and Local

STUDENT POPULATION:

Population Served - 16 Handicapped

Grade Levels Served - 10-12

Ages Served - 15-19

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Multi-Handicapped
Hearing Impaired
Visually Impaired
Speech or Languaged Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - moderate, severe

SITE DESCRIPTION:

Physical Setting:

Suburban
Single District
Incorporated in regular high school

Instructional Setting:

Resource Room
Regular Classroom
Supplemental Instruction

Program Orientation:	Schedule:
Vocational	Full Day
Academic	Partial Day/Work Study

PROJECT STAFF:

Total Number of Staff - 1 special educator
1 part-time supplemental instructor

Inservice Training:

Recommended for all staff
Provided within the building
Provided in the district

PROGRAM INFORMATION:

Goals and Objectives: The CORE curriculum is part of the resource room program and consists of a class of 16 multi-handicapped students covering language arts and social studies at a level appropriate to secondary students with severe skill deficits. Attempts to teach basic skills, general awareness of self and personality; law, media, crime, future, etc. are some of the content units.

Description of Methods and Content of Instruction: Behavior Modification is employed. The program emphasizes skill development in conjunction with literature, geography, government, adult living (banking, etc.), world of work, etc. Skill packets are made for students at level of difficulty appropriate to individual needs.

Screening and Testing: Child Study Team evaluation after referral from parents, teachers, etc.

Instructional Materials: Many vocational materials, contact series, scope visuals, cassettes and filmstrips.

Parent Involvement: Parents are in communication with the special educator but do not participate in program.

Post-Graduate Planning and/or Placement: Vocational guidance counselor for the handicapped is available.

Evaluation: Students have work folders in which progress is evaluated based on achievement of individual objectives.

Other Information: After 2 periods of CORE classes, small group and individual remediation is available to students as well as general counseling in areas of vocation, behavior, handicap. CORE program could be adapted to late elementary school and junior high students.

ST. JOSEPH'S VOCATIONAL SCHOOL (PART OF ST. JOHN OF GOD COMMUNITY SERVICES)

PROJECT DIRECTOR:

Fr. Damien O'Shea, O.H., Director
Bro. Cornelius Leen, O.H., Principal
Myra Ryan, Coordinator

532 Delsea Drive
Westville Grove, New Jersey 08093

(609)-848-4700

YEARS IN OPERATION: 3

COST PER CHILD: $4,100/yr.

FUNDING SOURCES:

Public School Districts - Restricted; Diocese of Camden - Subsidy; Parents and Friends Association

STUDENT POPULATION:

Population Served - 95 handicapped

Ages Served - 14-30 (no upper age limit)

Handicapping Conditions - Mentally Retarded
- educable
- trainable

Multi-handicapped
Hearing Impaired
Visually Impaired
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Suburban - Regional - Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes - 2
Regular Classroom - 3 additional training areas
Supplemental Instruction - 7

Program Orientation:	Schedule:
Prevocational Vocational Academic Skills for Daily Living	Full Day

ST. JOSEPH'S VOCATIONAL SCHOOL (Cont'd)

PROJECT STAFF:

Student/Staff Ratio - 4.3/1
Total Number of Staff - 22

Inservice Training:

Required for all staff
Provided within the building
Provided in the district
Provided at a university

PROGRAM INFORMATION:

Goals and Objectives: The goal is to develop competency in skills for daily living and in sheltered or competitive vocational situations.

Description of Methods and Content of Instruction: Pre-vocational class, work adjustment training, food services, baking, industrial production, special needs, ceramics, academics, grooming, home economics, physical education, speech therapy, counseling, music, art, evening recreation.

Screening and Testing: Psychological, Educational Report and Social History are received from Child Study Team. Our intake includes updated social history, educational testing (e.g. perceptual, motor, general knowledge, basic academic skills, etc.). Social worker and Ed. Consultant are involved.

Instructional Materials: Diverse reading series, e.g. Sullivan, S.R.A., Readers Digest Adult, Fairbanks-Robinson Perceptual and others. Appropriate equipment for specific skill training areas, appropriate manipulative materials to encourage fine motor development as needed for job placement.

Use of Community Resources - Public or Private: Educational Improvement Center, Glassboro State College, Rutgers University, Vocational Resource Center (Edison, NJ), Community Mental Health, Association for Retarded Citizens, Child Study Teams in four counties, numerous other private schools , Underwood Hospital. Above involved as consultants, referring agencies, etc.

Parent Involvement: Immense parent involvement including classroom meetings, Parent Effectiveness Training, group sessions, inservice meetings, staffings, parent-teacher conferences, volunteering in the school, fund-raising, etc.

Post-Graduate Planning and/or Placement: Graduation upon completion of program - usually occurring at age 21. Job placement in the student's community or else in our Sheltered Workshop. Follow-up for one year following competitive placement.

ST. JOSEPH'S VOCATIONAL SCHOOL (Cont'd)

Evaluation:

1. Individual Student Progress - Each learning center evaluates every student. Office Progress Reports are completed twice per year and mailed to appropriate public school and other personnel.

2. Overall Program Design - Inservice staffings occur weekly and the overall program is discussed and refined.

Dissemination Capabilities: Monthly newsletter. Our staff lectures upon request at local universities, hospitals, community inservices, etc. Numerous agencies tour our facility and receive training here e.g. practicum students, nursing students, counselors, etc. Parents Association programs for service organizations, PTAs, clubs, civic organizations, news media.

Other Information: St. John of God Community Services also provides at the same location an extensive Infant Stimulation & Early Childhood Education Program (125 children from birth to 5 yrs.) including education and counseling of parents; also a regular program for trainable retarded children (5-14 yrs.) and parent counseling and involvement.

SECONDARY EDUCATIONAL SERVICES TO VISUALLY IMPAIRED STUDENTS BY W JERSEY STATE COMMISSION FOR THE BLIND

PROJECT DIRECTOR:

Joseph Kohn
1100 Raymond Boulevard
Newark, New Jersey 07102

(201) 648-3333

YEARS IN OPERATION: 65

COST PER CHILD: Varies

FUNDING SOURCES:

Local Board, State and Federal Government and Private Sources; $2,000,000

OTHER AFFILIATIONS

State Agency works with State Department of Education, Federal Office of Education, Local Boards, parents and other agencies and groups.

STUDENT POPULATION:

Population Served - 300 Handicapped

Grade Levels Served - 7-12 & special classes

Ages Served - 12-21

Handicapping Conditions - Multi-handicapped
Blind

Severity of Handicapping Conditions - Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Urban - Statewide Network - Incorporated in regular high school

Instructional Setting:

Regular Classroom   Supplemental Instruction

Program Orientation:

Prevocational/Vocational/Academic/Other

Schedule:

Full Day; Partial Day/Work Study
Partially/Other

PROJECT STAFF:

Student/Staff Ratio - Varies
Total Number of Staff - 80

Inservice Training:

Required for all staff

PROGRAM INFORMATION:

Goals and Objectives: To provide whatever instruction and services necessary for blind and partially sighted students to function effectively in whatever educational programs they might be in with priority for placement being, in order: 1) Local public class, regular class; 2) local public special class; 3) residential schools for blind; 4) home instruction; and 5) institutional placement.

Description of Methods and Content of Instruction: Counselors will supply the needed instruction and service required because of the deficiencies caused by the visual loss so that the visually impaired students can function effectively in same setting as sighted classmates.

Screening and Testing: The Commission employs four part-time psychologists who administer periodic psychological evaluations to students. High school age students also undergo psychometric evaluation to assist with vocational selection.

Instructional Materials: Our library provides the material for the blind and partially sighted students in braille, large print and tape recordings. There are also numerous tangible apparatus, equipment and textbooks available to students.

Use of Community Resources - Public or Private: The Commission uses the services of nearby colleges to conduct their summer programs as well as the facilities of a private camp for blind children. Students are also involved in many scouting programs as well as YMCA.

Parent Involvement: Counselors on our staff are required to keep in contact with parents to advise them of the students' program and progress. Parents are provided with support as well as suggestions to strengthen the students' competency in academic and self-care skills areas.

Post-Graduate Planning and/or Placement: The Vocational Rehabilitation Department provides assistance for higher education as well as career training. Counselors assist the clients in securing positions upon the completion of training.

SECONDARY EDUCATIONAL SERVICES TO VISUALLY IMPAIRED STUDENTS BY N.J. STATE COMMISSION FOR THE BLIND (Cont'd)

Evaluation: The staff utilizes achievement tests, psychometric evaluations, and stated goal expectations on each student to evaluate the student's performance. Tutoring and contact reports, in which teachers report nature of work being performed and results, are required.

Dissemination Capabilities: Annual workshops are held in various parts of the state to make teachers, with blind and visually impaired students in their classes, aware of special techniques and methods as well as a knowledge of agency's services.

Other Information: Summer programs include live-in experience on campus for college-bound students, vocational evaluation and training programs for noncollege-bound and free residential summer camps.

SOUTH BRUNSWICK HIGH SCHOOL RESOURCE ROOM PROGRAMS

PROJECT DIRECTOR:

Robert Gavin
South Brunswick High School
Major Road
Monmouth Junction, New Jersey

(201) 329-4044

YEARS IN OPERATION: 3

FUNDING SOURCES:

State, local

STUDENT POPULATION:

Population Served - 50 Handicapped

Grade Levels Served - 9-12

Ages Served - 14-19

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded (Educable)
Multihandicapped
Deaf
Visually Impaired
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired
Migrant Students

Severity of Handicapping Conditions - Mild; Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Rural - Single District - Incorporated in regular high school

Instructional Setting:

Resource Room; Regular Classroom; Supplemental Instruction

Program Orientation:

Prevocational/Vocational/Academic/
Community Experience

Schedule:

Full Day; Partial Day/
Work Study; Shared Time -
Vocational-Technical

SOUTH BRUNSWICK HIGH SCHOOL RESOURCE ROOM PROGRAMS (Cont'd)

PROJECT STAFF:

Student/Staff Ratio - Level I - 10/1
Level II - 10/1
Level III - 17/1
Total Number of Staff - 4

Inservice Training:

Required for all staff - Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: To provide an appropriate educational program for high school age classified students, fostering academic, social and emotional growth, utilizing basic instruction, supplemental instruction, mainstreaming and career education.

Description of Methods and Content of Instruction: Academic instruction within the resource rooms (Level I & II) in areas of reading, spelling, writing, arithmetic, art, and social studies. Vocational preparation through Industrial Arts (special and regular), Career Education and Counseling, CIPED (a community based program), work-study and placement in the County Vocational-Technical School. Supplemental instruction to regular classroom instruction is given as needed. There are many hands-on and employment orientation activities.

Screening and Testing: Each student has been classified and recommended to the program by the Child Study Team. The students are formally evaluated in the Spring by the Resource Room teachers using test instruments recommended by the Child Study Team. The results of these tests and a summary of the year are submitted in a written report each June.

Instructional Materials: Many hands-on materials for Art, Vocational, Industrial Arts, Crafts. Many different programs, all with practical orientation, high interest, such as: Rearon, Xerox, SRA and others. All resources and materials within the school are fully utilized.

Use of Community Resources: CIPED - Community Involvement Placement Education - Each student is placed in a community-vocational experience one day a week as part of their educational program. We have contact with many agencies, public and private, such as DYFS, psychiatrists, resource lab centers, etc.

Parent Involvement: Very important part of this program. Parents are called frequently to discuss progress; they come in frequently for conferences and at least one evening is held each year as an information session.

Post-Graduate Planning and/or Placement: Level III - This will be the most developed aspect of the program this year. Many agencies and employers of the handicapped will be contacted. Students are interviewed by DVR counselors. We have placed a student at Raritan Valley Workshop. We have used the Association for the Advancement of the Handicapped in Princeton successfully.

SOUTH BRUNSWICK HIGH SCHOOL RESOURCE ROOM PROGRAMS (Cont'd)

Evaluation: The Resource Room teachers meet at least weekly with the Child Study Team to discuss student and program progress and problems. We have been observed several times throughout the year. We meet with regular classroom teachers to discuss student progress, and have a system which alerts us to immediate concerns. The Resource Room teachers will also meet as a team to evaluate procedures and to develop individual student programs.

Dissemination Capabilities: We have written an extensive report comparing our 1975-76 program to existing research on mainstreaming and resource rooms. We have had many guests tour and discuss our program.

Other Information: South Brunswick High School has had Resource Room programs for several years which have undergone their greatest development in the past three years. However, this year we are implementing a new 3-year plan which we believe will have unique aspects of great benefit to the students. Our program has three levels. Level I concerns students who rrquire the greatest amount of Resource Room time; Level II services students who are mainstreamed for most of the day; and Level III is for students who are completely mainstreamed, but require supplemental instruction and career counseling.

SPECIAL EDUCATION PROJECT

PROJECT DIRECTOR:

Larry Cardonick, Coordinator
Thomas Sharpe School
Comly and Magill Street
West Collingswood, NJ 08108

(609) 854-6144

YEARS IN OPERATION: [illegible]

COST PER CHILD: $3,200

FUNDING SOURC[illegible]

Local [illegible]istrict

OTHER AFFILIATIONS:

Sending Districts Pay Tuition

STUDENT POPULATION:

Population Served - 50 Handicapped

Ages Served - 5-21

Handicapping Conditions - Mentally Retarded trainable
Multi-Handicapped
Visually Impaired

Severity of Handicapping Conditions - moderate, severe

SITE DESCRIPTION:

Physical Setting:

Suburban — Incorporated in elementary school building
Regional

Instructional Setting:

Self-contained special classes
Resource Room
Supplemental Instruction

Program Orientation:

Prevocational
Vocational
Academic
Home Economics

Schedule:

Full Day

SPECIAL EDUCATION PROJECT (Cont'd)

PROJECT STAFF:

Student/Staff Ratio - 10:1
Total Number of Staff - 6

Inservice Training:

Required for all staff
Provided within the district

PROGRAM INFORMATION:

Goals and Objectives: To develop the child to reach his greatest potential.

Description of Methods and Content of Instruction: Vocational Program... machine skills, collating, sorting, garden tools, tools, conveyor belt, assembly line production; Home Ec Program...cooking, homemaking, sewing, health; Academic Program...grouping of students for best learning level.

Screening and Testing: Full psychological evaluation every three years; speech evaluation every year with L.D.,Social Worker. Each School District is responsible for the children they send. Their report is reviewed by our team.

Instructional Materials: Academics...special skill games, audio and visual aids; Home Ec...all kitchen utilities, hair washing and drying unit; Workshop...conveyor belt, folding machine (paper), electric stapler, string tying machine,addressograph.

Use of Community Resources - Public or Private: Parks, Community Center, Other schools in District.

Parent Involvement: Four P.T.A. Meetings, Parent Conferences, Visitation Days.

Post-Graduate Planning and/or Placement: Program ages 5-21. Recommendations to parents to apply to activity centers, sheltered workshops. We help by making the contact and bringing to PTA Meetings special speakers on these areas.

Evaluation: Individual Student Progress - report card, staffing; Overall Program Design - in-house,self evaluation.

Dissemination Capabilities: PTA Letters, Local Newspapers, Other Special Programs, School Paper, Special Ed Newsletter.

SPECIAL NEEDS PROGRAM - EMPLOYMENT ORIENTATION

PROJECT DIRECTOR:

Mr. Louis Sarandoulias
John Troxell - Learning Consultant
Camden County Vocational & Technical School
Box 566
Berlin-Cross Keys Road
Sicklerville, New Jersey 08018

(609) 767-7000

YEARS IN OPERATION: 6 COST PER CHILD: Tuition Free

FUNDING SOURCES:

Title VI
Federal, State and Local

STUDENT POPULATION:

Population Served - 600 Handicapped
4,000 Non-Handicapped

Grade Levels Served - 9-12

Ages Served - 14-21

Handicapping Conditions - Physically Handicapped
Socially Maladjusted
Learning Disabled
Mentally Retarded
educable
Multi-Handicapped
Hearing Impaired
Visually Impaired
Speech or Languaged Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Suburban
Regional
County Vocational-Technical School

Instructional Setting:

Self-contained special classes

Program Orientation:	Schedule:
Prevocational Vocational Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - approx. 10-1 overall
12-1 teaching

Total Number of Staff - 65

Inservice Training:

Required for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: Keep students from dropping out of school; Identify and emphasize abilities rather than disabilities; Develop basic vocational skills to an employable level; Develop sound and emotional attitudes related to employment.

Description of Methods and Content of Instruction: This is a departmentalized comprehensive vocational program offering occupation training in 15 basic skill areas, as well as individualized academics (math, history, trade technology, English, and phys. ed.). Opportunities are available for mainstreaming into all regular programs within the facility.

Screening and Testing: All students are referred by local district superintendents, guidance, principals, or Child Study Teams after total evaluation and classification as handicapped by local Child Study Team. The local district must determine that this program is best suited for the individuals' educational needs.

Instructional Materials: Maximum utilization is made of programmed audio visual learning materials either created within our own media department or commercial produced. Example (Ken Cook Small Engines Course).

Use of Community Resources: Many local employers and trade unions cooperate with us on employment experiences for the students (work study, CIE-cooperative industrial education, volunteer work-hospitals, etc.)

Parent Involvement: Parents provide support on individual basis and aid us as positive resources in communicating to other parents of handicapped regarding opportunities available to children.

Post-Graduate Planning and/or Placement: A child graduates upon successful completion of the vocational and academic program prescribed by the Child Study Team. (Generally a four year shop experience if entering within normal age limits, and normal high school completion of academics - though totally individualized.)

Evaluation:

1. Individual Student Progress - All students are routinely reviewed by the Child Study Team yearly. All trades are broken down into unitized curricula with progress charts for all skills within each spin-off occupation - these are monitored weekly by guidance personnel.

SPECIAL NEEDS PROGRAM - EMPLOYMENT ORIENTATION (Cont'd)

2. A Special Needs Advisory Board of Educators, Industrialists, and businessmen continually review progress; make recommendations and work on long range goals with school administrators.

Dissemination Capabilities: Information regarding the program is disseminated through the Vocational Voice at 4,000 per circulation which goes out to all educational institutions in the area, industry and business firms.

Other Information: Job placement resources consist of counseling and activity within the senior English curriculum whereby extensive time is developed to job search, interview procedures, data development for resumes, and significant contact persons. Routine follow-up takes place the first year after graduation - in survey form to check employment status and type.

SPECIAL NEEDS VOCATIONAL PROGRAM FOR THE HANDICAPPED

PROJECT DIRECTOR:

Joseph C. Colombo
Middlesex County Vocational & Technical High School
112 Rues Lane
East Brunswick, New Jersey 08816

(201)-257-3300

YEARS IN OPERATION: 4

FUNDING SOURCES: $35,000 Voc Ed Grant
$15,000 Voc Ed Grant
Title VI Grant, $3 million Special Needs Addition - Occupancy, September 77

STUDENT POPULATION:

Population Served - 300 Handicapped

Grade Levels Served - 9-12

Ages Served - 14-20

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
  educable
  trainable
Hearing Impaired
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Suburban, Regional (county-wide), Vocational School

Instructional Setting:

Self-contained Special Classes-8 classrooms -11 shops

Program Orientation:	Schedule:
Vocational	Full Day

SPECIAL NEEDS VOCATIONAL PROGRAM FOR THE HANDICAPPED (Cont'd)

PROJECT STAFF:

Student/Staff Ratio - 10:1
Total Number of Staff - 28

Inservice Training:

Voluntary for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: 1) to make the handicapped employable in the competitive labor market; 2) to develop skills in an occupational area; 3) to develop skills in the academic areas which lead to self-sufficiency and independent living.

Description of Methods and Content of Instruction: Training in (11) occupational areas, Auto, Building Trades, Building Services, Upholstery, Dry Cleaning, Clerical Skills, Commercial Foods, Painting & Decorating, Health Services, Pre-sheltered Workshop, Distributive Education - plus academic instruction (CIE) workstudy and drivers education.

Screening and Testing: Child Study Team tests and students are cycled through our Employment Orientation Program which yields a vocational assessment and diagnosis.

Use of Community Resources - Public or Private: We utilize the NJ Rehab Commission for placement and service and the NJ Association for Retarded Citizens for placement assistance.

Parent Involvement: We have a committee composed of parents and educators and elected officials which meets regularly to advise on curriculum, policy and implementation of program.

Post-graduate Planning and/or Placement: Must be employable in an occupation area; Placement and follow-up done by CIE Coordinator.

Other Information: The information provided is what will be as of September 1977 when the Special Needs Addition has been completed. (I am providing it in this manner so as to prevent giving you dated material)

SPECIAL SERVICES IN A SECONDARY ENVIRONMENT

PROJECT DIRECTOR:

John W. Halpin
Greater Egg Harbor Regional High School District
Mays Landing, New Jersey 08330

(609) 625-2242

YEARS IN OPERATION: 10

COST PER CHILD: $66.00

FUNDING SOURCES:

Local Board of Education and New Jersey State Department of Education

STUDENT POPULATION:

Population Served - 200 Handicapped; 2800 Non-Handicapped

Grade Levels Served - 9-12

Ages Served - 14-19

Handicapping Conditions - Emotionally Disturbed
- Socially Maladjusted
- Learning Disabled
- Mentally Retarded (Educable)
- Multi-Handicapped
- Hearing Impaired
- Speech or Language Impaired
- Perceptually Impaired

Severity of Handicapping Conditions: Mild; Moderate: Severe

SITE DESCRIPTION:

Physical Setting:

Rural - Regional - Incorporated in regular high school

Program Orientation:

Mental Health

Schedule:

Full Day

PROJECT STAFF:

Total Number of Staff - 7

Inservice Training:

Recommended for all staff

SPECIAL SERVICES IN A SECONDARY ENVIRONMENT (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: To provide mental health services to the district's school population including counseling, referral, diagnostic studies, and community involvement.

Description of Methods and Content of Instruction: Evaluation and Diagnosis in: Learning disabilities; psychology; psychiatry; social work; speech, hearing and language; vision screening; reading.

Supportive Staff Services Include: Adolescent study team; applied research; bilingual education; group counseling; in-service training; lectures; liaison with community groups; reading improvement programs; referral to community agencies; social case work; speech, hearing and language therapy; student and parent counseling; special projects; unit and course planning; hearing conservation.

Screening and Testing: Each student is screened for speech, audition, vision, reading ability and aptitude in ninth grade. Learning disabilities - test battery - LDTC; psychology - test battery - psychologist; psychiatry - clinical evaluation - psychiatrist; social work - social history - social worker; speech, hearing and language - speech pathologist; vision screening - optometrist; reading - reading test batteries - special services.

Parent Involvement: Parent Advisory Councils: A. Title I; B. Special Education.

Evaluation:

1. Individual Student Progress - Pre and Post Testing in areas of Reading. Follow-up on Adolescent Study Team recommendations and evaluation of student progress.

2. Overall Program Design - Periodic staff and student surveys as well as counseling feedback are used to assess the overall program design.

THUNDER MOUNTAIN VOCATIONAL ENVIRONMENTAL EDUCATIONAL CENTER

PROJECT DIRECTOR:

Charles Gerth
Thunder Mountain School
Layton, New Jersey 07851

(201) 948-6767

SPECIAL EDUCATION COORDINATOR:

Charles Hart
Thunder Mountain School
Layton, New Jersey 07851

YEARS IN OPERATION: 6

FUNDING SOURCES:

Vocational and Agricultural Division of New Jersey State Department of Education/Part VI-B, EHA

OTHER AFFILIATIONS:

Newton Board of Education - Administration Agency in cooperation with the National Park Service

STUDENT POPULATION:

Population Served - 2,050 Handicapped; 8,053 Nonhandicapped (Per school year)

Grade Levels Served - K thru College

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded (Educable, Trainable, Severe)
Deaf
Hearing Impaired
Visually Impaired
Speech of Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Condition - Mild; Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Rural - Single District

Instructional Setting:

Resource Room

Program Orientation:

Prevocational/Vocational/Environmental Education

Schedule:

Full Day; Partial Day/Work Study

PROJECT STAFF:

Total Number of Staff - 6

Inservice Training:

Required for all staff - Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: By introducing the student to three specific concept areas, environmental vocations, environmental avocations, and recreation, it is our hope to allow him a greater knowledge and a greater appreciation of his interaction in this environment.

Description of Methods and Content of Instruction: The students are introduced to the three concept areas mentioned above through a combination of direct participation in activities, tours, and lectures. Students have an opportunity to tend the 100 acre farm located on the site. Due to the abundance of wildlife, there is an opportunity for different types of nature studies. Many recreational activities such as boating and swimming are also available.

Use of Community Resources: Representatives from such agencies as: Fish and Wildlife (N. J. State), National Park Service, Sussex County Agricultural Extension Services are used as resource people in the program.

Parent Involvement: Parents are appointed to advisory committees to service certain programs. Parents are involved in regular parent seminars.

Evaluation: Evaluative design as outlined and required by the New Jersey State Department of Education is followed regarding the various programs.

Dissemination Capabilities: Brochures are mailed to the various school districts on a regular basis.

Other Information: The facilities at Thunder Mountain are available to all students of the State through their school district.

A TOTAL VOCATIONAL SPECIAL NEEDS PROGRAM

PROJECT DIRECTOR:

Joseph L. Scelfo
Ocean County Vocational-Technical School
Old Freehold and Bey Lea Roads
Toms River, New Jersey 08753

(201)-349-8425

YEARS IN OPERATION: 6

FUNDING SOURCES:

Title VI and Local Funds

STUDENT POPULATION:

Population Served - Handicapped 388
Non-Handicapped 188 (disadvantaged)

Ages Served - 13-22

Handicapping Conditions -Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
  educable
  trainable
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Rural - Suburban - Regional (county school) - Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes - 11
Vocational Shops - 13 (have mainstreamed 58 students into 13 regular vocational program)

Program Orientation:	Schedule:
Prevocational	Partial Day/Work Study
Vocational	Partially/½ day at sending school

PROJECT STAFF:

Student/Staff Ratio - varies depending on particular program
Total Number of Staff - 24

INSERVICE TRAINING:

Required for all staff

PROGRAM INFORMATION:

Goals and Objectives: To provide a comprehensive vocational educational program for students in a relatively large geographic area through a cooperative arrangement among school districts.

Description of Methods and Content of Instruction: Pre-vocational and vocational. Five components: 1) occupational evaluation; 2) pre-vocational employment orientation; 3) mainstreaming to regular vocational program or Cooperative Industrial Education and 4) post-secondary program. The fifth component is the Trainable Employment Orientation Program and is not related to the others.

Screening and Testing: Students aged 13 or older are referred by sending schools: The Occupational Evaluation Unit administers the Science Research Associates' Vocational Planning Inventory Test along with some simple timed tests. The students are then evaluated on their performance on various systems. An evaluation report and recommendations are then submitted to school.

Instructional Materials: Singer/Graflex Vocational Evaluation System; JEVS (Jewish Employment and Vocational Service) evaluative system; evaluator prepared work samples; and C.O.A.T.E.S.

Use of Community Resources - Public or Private: Department of Rehabilitation; sheltered workshops; sending schools' child study teams and guidance personnel; local industry for work study experience and job placement.

Parent Involvement: Open house; conferences regarding evaluation and progress reports of student.

Post-Graduate Planning and/or Placement: Post-secondary component and trainable program; both concern themselves with placement and counseling.

Evaluation: Students are initially screened and evaluated for occupational strengths and interests as they proceed thru the components-the work performance of students is regularly monitored and evaluated and changes in program needs made accordingly.

Dissemination Capabilities: Available are brochures, slide presentations, workshops and demonstrations, tours.

Other Information: An invitation is extended to tour facilities and observe program. A slide and sound show is also available which describes the many programs offered to special needs children.

TRAINABLE MENTALLY RETARDED - SOCIAL AND VOCATIONAL TRAINING

PROJECT DIRECTOR:

Dr. Michael Cutrona
529 Washington Avenue
Nutley, New Jersey 07110

(201) 661-3500

YEARS IN OPERATION: 5 COST PER CHILD: $2,900

FUNDING SOURCES:

State and Local/Tuition

STUDENT POPULATION:

Population Served - 45 Handicapped

Ages Served - 14-20

Handicapping Conditions - Physically Handicapped
Mentally Retarded (Trainable)

Severity of Handicapping Conditions - Moderate

SITE DESCRIPTION:

Physical Setting:

Suburban - Regional - Incorporated in special or self-contained building

Instructional Setting:

Regular Classroom plus workshop and large group operation

Program Orientation:	Schedule:
Prevocational	Full Day

PROJECT STAFF:

Student/Staff Ratio - 8/1
Total Number of Staff - 5

Inservice Training:

Voluntary for all staff - Provided within the building.

PROGRAM INFORMATION:

Goals and Objectives: To prepare students to be self-sufficient at a functioning level in the home; mastery of basic home living skills. To prepare students for placement in sheltered workshop or similar structured employment.

Description of Methods and Content of Instruction: Basic home living skills and vocational skills are taught. Workshop provides assembly-line experience.

Screening and Testing: Students must be classified TMR by sending district child study team.

Instructional Materials: Use Borg-Warner Systems 80 programmed materials. Simulated assembly line setting in workshop. Workshop has license and contract work is accepted; students are paid for workshop activities.

Parent Involvement: High level of parent involvement through PTA. Parents participate in program goal-setting. Parents are given in-service workshops that run tandem (are supportive) of the various activities that are taught at the school. High level of home support is essential.

Evaluation: We are in the process of developing a series of simple, standardized workshop tasks from which student goals can be projected. Most of this will be based on identifiable objectives and students will be regularly timed in task completion, etc.

Dissemination Capabilities: Most of the things we are doing can be easily replicated by others working with TMR students. We would like to participate in a program that allowed our staff to visit other TMR settings and identify activities that would be appropriate for our population.

WORK STUDY PROGRAM FOR HANDICAPPED HIGH SCHOOL STUDENTS

PROJECT DIRECTOR:

Mr. Terry Rosenfeld
2060 Princeton Pike
Lawrenceville, New Jersey

(609) 394-5150

YEARS IN OPERATION: 4

FUNDING SOURCES:

Local Board of Education

STUDENT POPULATION:

Population Served - 12 Handicapped

Grade Levels Served - 10-12

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
educable
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting:

Suburban, Single District, Incorporated in regular high school

Instructional Setting:

Resource Room - 1

Program Orientation:	Schedule:
Vocational	Partial day/work study

PROJECT STAFF:

Total Number of Staff - 1 1/5

Inservice Training:

Recommended for all staff
Provided within the building

WORK STUDY PROGRAM FOR HANDICAPPED HIGH SCHOOL STUDENTS (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: To provide students with vocational choices and job related skills so that they can become productive workers in society.

Description of Methods and Content of Instruction: Half day academic; Half day vocational training at local vocational school.

Screening and Testing: All students are classified by child study team and referred for program by their recommendation.

Use of Community Resources: County Vocational School - Sypeck Center, Local non-profit facilities used for job placement.

Parent Involvement: minimal

Post-Graduate Planning and/or Placement: Graduation dependent on completion of course work at H.S. and program at vocational school. Students referred to NJ Rehabilitation Commission for job placement.

Evaluation: Monthly forms completed by employers of students; Detailed evaluation made by vocational school.

RHODE ISLAND

ALTERNATE LEARNING PROJECT

PROJECT DIRECTOR:

Paul R. Gounaris
180 Pine Street
Providence, Rhode Island

(401) 272-1450

YEARS IN OPERATION: 5

COST PER CHILD: $1,000

FUNDING SOURCES:

Title III
City of Providence

STUDENT POPULATION:

Population Served - 10 handicapped
115 non-handicapped

Grade Levels Served - 9-12

Ages Served - 13-20

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Urban, Single District, Incorporated in special or self-contained building

Instructional Setting:

Regular Classroom

Program Orientation:

Prevocational
Vocational
Academic
Other

Schedule:

Full Day
Partial Day/Work Study
Partially/Other

PROJECT STAFF:

Student/Staff Ratio - 8:1
Total Number of Staff - 17

ALTERNATE LEARNING PROJECT (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: Provide an alternative to the regular high school; to integrate classroom learning with the world outside the school; to help each student acquire competency in the areas of reading, writing, and math; to allow for staff, parent and student participation in policy making for the school.

Description of Methods and Content of Instruction: The curriculum includes basic skill areas (reading, writing, math), traditional academic high school courses, instruction in the arts plus unusual offerings (e.g. You and the Law). The curriculum changes constantly. These courses are coupled with career exploration projects. Site placements are arranged according to student interest.

Screening and Testing: Diagnostic testing in English and math is given to each student sent by core staff. English includes writing sample and reading passage for which students must answer comprehension questions. Math test includes basic computational skills. Results are used for placement in appropriate classes.

Instructional Materials: Huge array of instructional materials. Most of them teacher developed.

Use of Community Resources: Wide use of community resources throughout Providence, ie: area colleges (ie. Brown, Rhode Island College, Rhode Island School of Design, University of Rhode Island Ext.), hospitals, day care and elementary programs, health centers, performing arts groups, food co-ops, radio stations, morticians, veterinarians.

Parent Involvement: Parents participate in committee system which governs school. Parents are also invited to quarterly parents' meetings. However, parent participation is limited.

Post-Graduate Planning and/or Placement: Graduation based upon credits and demonstration of competency. 65% of students go to college. College guidance is done by full time staff who also assist in job placement. Have conducted one follow-up study. Otherwise, we remain in contact informally with most of our students. They regularly return to visit the school.

Evaluation: In the basic skill areas the students are evaluated through testing, special projects, and/or independent work. In quarterly counseling session the student learns of their progress for the previous period, identified troublesome areas and discusses plans and goals. There is no substantive evaluation occurring at this time other than simple data collection. During the first three years of program there were both external and internal evaluations consisting of pre and post cognitive and aptitude testing, interviews, case studies, self-reports, and direct observation.

Other Information: Students enroll in Alternate Learning Project by choice. Applicants are selected by lottery with consideration to race, family income, sex and grade level to reflect the city's profile.

OCCUPATIONAL EXPOSURE

PROJECT DIRECTOR:

Bruce Boynton
Barrington High School
Barrington, Rhode Island

(401)-245-7721 or 7400

YEARS IN OPERATION: 4 **COST PER CHILD:** $400.00

FUNDING SOURCES:

Vocational Education, Local Education Agency

STUDENT POPULATION:

Population Served - 25 Handicapped

Grade Levels Served - 10-12

Handicapping Conditions - Emotionally Disturbed
Mentally Retarded
educable
Neurologically Impaired

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting:

Suburban, Regional, Incorporated in regular high school

Instructional Setting:

Resource Room - Regular Classroom

Program Orientation:

Vocational
Academic

PROJECT STAFF:

Total Number of Staff - 7

Inservice Training:

Recommended for all staff
Voluntary for all staff

OCCUPATIONAL EXPOSURE (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: The objectives of the program are to help students in the development of: 1) self-realization; 2) human relationships; 3) economic efficiency; 4) civic responsibility.

Description of Methods and Content of Instruction: The program involves academic subject areas plus placement in a part-time job. Skills required to maintain a job station successfully will be part of the curriculum. This will include social skills such as relating to other workers. Basic skills in daily living are also taught. These include using money, applying for a driver's license, filling out forms, etc.

Screening and Testing: After the students are referred, a complete diagnostic workup is done.

Use of Community Resources - Public or Private: Local businessmen are used to help place the students in an appropriate part-time job situation.

Parent Involvement: Parents have input into curriculum change.

Post-Graduate Planning and/or Placement: Certificate awarded upon completion of program. More extensive follow-up is planned for the future.

Evaluation:

1. Individual Student Progress - The students are evaluated according to specific behavioral objectives. In the work exposure a rating sheet is completed by both employer and coordinator two times a year. Pre and post tests are also given.

2. Overall Program Design - Follow-up after graduation is planned for the future as a measure of success of the Occupational Exposure program and as a guide for future planning.

Other Information: Long range planning calls for reaching into the Junior High School prevocational program.

PRE-VOCATIONAL PROGRAM FOR HANDICAPPED

PROJECT DIRECTOR:

Leo F. Dolan
Pawtucket School System
Park Place
Pawtucket, Rhode Island 02860

(401)-728-2120

YEARS IN OPERATION: 5 COST PER CHILD: $2,500/yr.

FUNDING SOURCES:

Vocational Education Act and Pawtucket School Department

OTHER AFFILIATIONS:

Tuition students North Providence
Two high schools are involved in this program - Tolman and West High

STUDENT POPULATION:

Population Served - 62 Handicapped
2171 - Non-Handicapped

Grade Levels Served - non-graded

Ages Served - 15-21

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
educable
Multi-handicapped
Hearing Impaired
Visually Impaired
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Urban, Single District, Incorporated in regular high school

Instructional Setting:

Self-contained Special Classes - 4
Resource Room - 2
Regular Classroom - 8
Supplemental Instruction - 6

PRE-VOCATIONAL PROGRAM FOR HANDICAPPED (Cont'd)

Program Orientation:

Prevocational
Vocational
Academic

Schedule:

Full Day
Partial Day/Work Study
Partially/Other

PROJECT STAFF:

Total Number of Staff - 27

Inservice Training:

Recommended for all staff
Voluntary for all staff
Provided in the district

PROGRAM INFORMATION:

Goals and Objectives: 1) to provide an adequate learning experience for students of high school age who would not benefit from the regular school program; 2) to provide a curriculum which will prepare the students involved for successful work experience; 3) to provide opportunity for work experience with potential employers under the guidance of school personnel; 4) to establish a continuing follow-up program to support participants as the need exists.

Description of Methods and Content of Instruction: The program provides academic, as well as occupational, experiences over a period of three years. The first year consists of a full day of vocationally oriented courses. The second year provides a ½ day of academics and a ½ day of on-the-job experience. The third year provides a full-time work experiennce with supportive help as well as an evening course that will help the student meet competition.

Screening and Testing: Students may be referred to this program: 1) from the junior high schools (regular or special) programs; 2) from agency schools; 3) parents. Candidates are evaluated on the basis of IQ scores (Wexler or Binet), Achievement Test (metropolitan & others). Psychologists, social workers and special education personnel are involved in this procedure.

Instructional Materials: Vocational English Books 1,2,3 - Globe Book Co.; New Practice Readers - Webster Division of McGraw-Hill Company; Everyday Business - Calie Central Press, Sacramento, California; Avid Corporation Occupational Education Series - E. Providence, Rhode Island.

Use of Community Resources - Public or Private: J. Samuels Dental Clinic (cost free dental work); Blackstone Valley Community Action Program; Vocational Rehabilitation Program; Family Services, Pawtucket Community Mental Health Clinic; Community Workshop, Inc.

Parent Involvement: All parents are visited once per year or are called by phone. Home visits take place during the Sophomore year to familiarize parents with the program. Parents are encouraged to participate actively.

Post-graduate Planning and/or Placement: Students who complete the curriculum course work and the job experience requirements receive a high school diploma. A follow-up survey is done one year after graduation and employment counseling is provided when necessary.

Evaluation:

1. Individual Student Progress - Students are rated by employers and teacher coordinators quarterly through the use of Occupational Evaluation Forms and Job Visitations.

2. Overall Program Design - Program is designed for appropriate full time job placement.

Dissemination Capabilities: Yearly reports, involvement with Community Services groups and P.T.A.s ; Involvement with area colleges.

Other Information: This program is aimed at providing academic and vocational experiences in accordance with the students' capabilities and interests.

RHODE ISLAND SCHOOL FOR THE DEAF

PROJECT DIRECTOR:

Peter M. Blackwell
Corliss Park
Providence, RI 02908

(401)-277-3525

YEARS IN OPERATION: 100 COST PER CHILD: $5,200

FUNDING SOURCES:

State

STUDENT POPULATION:

Population Served - 62 handicapped

Grade Levels Served - 7-12

Ages Served - 13-20

Handicapping Conditions - Deaf
Hearing Impaired
Speech or Languaged Impaired

Severity of Handicapping Conditions - moderate, severe

SITE DESCRIPTION:

Physical Setting:

Urban, State-wide Network, Incorporated in special or self-contained building

Program Orientation:	Schedule:
Prevocational	Full Day
Vocational	Partial day/work study
Academic	Partially/other schools

PROJECT STAFF:

Student/Staff Ratio - 5,6-1
Total Number of Staff - 34

Inservice Training:

Recommended for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: To provide a high school education to deaf students; to provide an integrated curriculum to break down the rigid categorization of his different educational experiences; to provide an academic and at least a prevocational experience for each student; special emphasis is placed on the linquistic speech, audiological and affective development of the deaf students.

Description of Methods and Content of Instruction: Academics, Drama, Prevocational (jewelry, metals, woodworking, drafting, photography), physical education, and sports electives.

Screening and Testing: Referrals from Local Educational Agencies; Testing (use both standard and our own), Audiological, Psychological, Speech, Language, Social Evaluation.

Instructional Materials: Rhode Island School for the Deaf Language Curriculum; Commercial and teacher developed instructional materials.

Use of Community Resources: RI Division of Vocational Rehabilitation, Community Workshops - Cooperative Program; Moses Brown School - Cooperative Program; Wheeler School - Cooperative Program; Providence College - Graduate Program; Brown University - Research Program.

Parent Involvement: Parents League of Rhode Island School for the Deaf raises money for programs. Teacher Aides - many parents are volunteer teacher aides; Parent Groups - Grandparent Groups - There are several parent groups that meet regularly with our Social Worker/or Counselor.

Post-Graduate Planning and/or Placement: Adult Services - department that is involved in career counseling and follow-up. It is also involved in upgrading under-employed deaf. Graduation - 21 credits.

Evaluation:

1. Individual Student Progress - each student is regularly evaluated by his/her teacher by varying methods for individual subjects. Regular evaluations are made with standardized tests and Rhode Island School for the Deaf developed tests by our linquists, psychologists, speech therapist, audiologists and social worker. Each student's individual program is monitored by the Supervising Teacher. Each student's program is designed by the Supervising Teacher and the individual student, relying heavily on data furnished by teachers and parents.

2. Overall Program Design - evaluated in several ways: a) outside consultants are called on for a professional evaluation; b) by teacher curriculum committee which meets with the Supervising Teacher and the Principal.

Dissemination Capabilities: The Rhode Island Language Curriculum is available by writing to the school.

SCHOOL ONE

PROJECT DIRECTOR:

Art Dion
182 Pine Street
Providence, RI 02903

(401) 331-2497

YEARS IN OPERATION: 4 COST PER CHILD: $1,000

FUNDING SOURCES:

Tuition on sliding scale
Sponsorship of individual students by various RI school committees, fund raising activities, contributions

STUDENT POPULATION:

Population Served - 8 handicapped
74 non-handicapped

Grades Served - 9-12

Ages Served - 13-21

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Urban
State-wide Network
Incorporated in special or self-contained building

Program Orientation:	Schedule:
Vocational Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 12:1
Total Number of Staff - 12 volunteer 15-30

Inservice Training:

Required for all staff
Provided within the building

SCHOOL ONE (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: To enable students to use the experience of high school to their best advantage by encouraging them to tailor their activities to their goals, their interests and their abilities.

Description of Methods and Content of Instruction: Curriculum offers over 70 courses and projects within school buildings and opportunity for many activities and internships in other institutions throughout the city and state. The offerings can be categorized as follows: basic skills, traditional high school/college preparatory academics, projects, interpersonal group seminars, and site placements in quasi professional settings.

Screening and Testing: Students are screened in an interview session. The school and student must feel confident that the offering of School One suits the student's needs.

Use of Community Resources: Hospitals, schools and community agencies accept our students as interns. Area colleges and universities have allowed our students to take courses.

Post-Graduate Planning and/or Placement: The student must have the requisite number of credits for High School graduation. He must also demonstrate that he has gathered the background for some post-graduate activity (college, employment or personal pursuit) and that the student has a reasonable prospect of success.

Evaluation: Individual Student Progress - The year is divided into four 8 week quarters. Near the end of each quarter, each student and each of his instructors writes a one-page evaluation of the student's progress in each activity. Between quarters, students and counselors meet to review past work and plan the next quarter's work.

Dissemination Capabilities: Brochures and course catalogues.

Other Information: School One is Rhode Island's first independent alternate high school. The school attracts students of all academic backgrounds, from those who were excelling and desired freedom to design their own program to those who had previously left school and found in School One an opportunity to return.

TRAINING THRU PLACEMENT, INC.

PROJECT DIRECTOR:

John J. Capobianco
121 Wayland Avenue
Providence, Rhode Island 02904

(401) 272-2452

YEARS IN OPERATION: 6

FUNDING SOURCES:

Division of Vocational Education
State of Rhode Island Division of Retardation
Vocational Education
Developmental Disabilities Counsel

OTHER AFFILIATIONS:

Division of Vocational Rehabilitation
Community Workshops
Attorney General's Office
State CETA

STUDENT POPULATION:

Population Served - 300 Handicapped

Ages Served - 18-up

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
  educable
  trainable
  severe
Blind
Neurologically Impaired

Severity of Handicapping Conditions - moderate

SITE DESCRIPTION:

Physical Setting:

State-wide Network

Program Orientation:

Vocational

PROJECT STAFF:

Total Number of Staff - 19

Inservice Training:

Required for all staff

PROGRAM INFORMATION:

Goals and Objectives: The goal of Training Thru Placement, Inc. is to provide a continuum of services which stresses the personal growth and individual development of handicapped adults throughout the State of Rhode Island so that they will become self-sufficient and responsible members of their own communities as well as contributing and participating members of society.

Description of Methods and Content of Instruction: TTP offers job placement along with prevocational training and evaluation. After job placement the following services are offered: personal counseling, transportation instruction, job supervision (by employer's request), and case follow-along. TTP also coordinates a Continued Socialization program which provides working handicapped adults with evening and weekend recreational and educational activities. An independent apartment living program is also available.

Screening and Testing: Team evaluation on the appropriateness of the client. San Francisco Vocational Competency Scale (SFVCS) a test used in vocational potential. Development of a "vocational treatment plan".

Instructional Materials: "Dictionary of Occupational Titles" (DOT), Job Rating Manuals.

Use of Community Resources: DVR (voc. rehab) for supportive services such as workshoes, hearing aids, glasses, etc. DOR (Div. of Retardation) consultation with community based social worker.

Parent Involvement: Limited because our clients are over 18 years of age, Monthly Newsletter, Advocacy when appropriate.

Post-Graduate Planning and/or Placement: Clients are followed-up after placement. This follow-up includes personal counseling, transportation instruction and job supervision (by employer's request). The Continued Socialization Program provides clients with recreational and educational activity. An independent apartment living program offers minimal, yet essential, assistance with the problems of daily living.

Evaluation:

1. Individual Student Progress - On-going job site visits and Continued Socialization Program.

2. Overall Program Design - Outside monitoring system conducted by professional in the area of retardation.

TRAINING THRU PLACEMENT, INC. (Cont'd)

Dissemination Capabilities: Job listings are sent to all referring agencies, Newsletter, State legislative hearings, Directors' participation of boards of other programs.

Other Information: There is a monthly newsletter, The Chatterbox, which keeps program participants updated on upcoming social events. Hot-line answering services allow messages, inquiries, and emergencies to be received during non-office hours.

WOONSOCKET WORK EXPERIENCE PROGRAM

PROJECT DIRECTOR:

William N. Capalbo
Rita M. Dauphinais
Woonsocket High School
Woonsocket, Rhode Island

(401) 766-4524

YEARS IN OPERATION: 11 COST PER CHILD: approximately $1400

FUNDING SOURCES:

Local

STUDENT POPULATION:

Population Served - 20 Handicapped

Grade Levels Served - 10-12

Ages Served - 16-21

Handicapping Conditions - Socially Maladjusted
Mentally Retarded
educable
Neurologically Impaired

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting: Urban, Incorporated in regular high school

Instructional Setting: Self-contained special classes, regular classroom- (non-academic areas)

Program Orientation:	Schedule:
Prevocational	Partial Day/Work Study

PROJECT STAFF:

Student/Staff Ratio - 10:1
Total Number of Staff - 8

PROGRAM INFORMATION:

Goals and Objectives: To orient the student to the world of work; To help the student achieve his highest academic potential; To enhance the student's self-image by successful participation in both phases of the work/study program; To prepare the student for adult life in the community, and the assumption of a positive role therein.

Description of Methods and Content of Instruction: Students are taught academics by special educators during morning session. They are fully integrated in non-academic areas. In the afternoon, they work in community job stations assigned by the coordinators.

Screening and Testing: Many students come directly from special classes at Jr. High level. There are also students who are referred by teachers or counselors through the Psychology Department. All students are tested individually via WISC or WAIS. Wide-Range Achievement Test and Peabody Individual Achievement Test also used. Team meetings on each candidate are held to determine the appropriateness of the placement. Members of Evaluation Team: Special Ed. Supervisor; Work-Study Coordinators; Psychologist; Guidance Representative; Other (as deemed appropriate) e.g. Parents, Dean, Teachers, etc.

Instructional Materials: Xerox-You and Your World Newspaper; Scholastic Scope Magazine; Pruett Press Math in Living Series; Scholastic Action Library Series; New Readers Press Be Informed Series; Pacemaker Classics; Avid Audio-Visual Materials; Me Now Science Program; Interpretive Ed. Audio Visual Materials.

Use of Community Resources: Department of Vocational Rehabilitation - Medical evaluations and follow-up...reimbursement to some employers; Joseph Samuels Dental Center at RI Hospital - Free and complete dental service for students; CETA (Neighborhood Youth Corps) - part-time placements in non-profit organizations; Northern RI Association for Retarded Citizens-Occupational Evaluations; Community Workshops of RI - Occupational Evaluations.

Parent Involvement: Parent contact is established about 6 months prior to students entering program. Often this initial contact is by way of the parents' involvement in the team-placement process. The program is explained to the parents at this time, and they must provide written consent in order for the student to be admitted. Thereafter, program coordinators maintain close touch with parents to inform them of student progress in school and on the job.

Post-Graduate Planning and/or Placement: Criteria for graduation - Successful completion of 16 credit hours in work study; Job placement resources - Teacher/coordinator contacts within the business community; Follow-up capabilities - Informal follow-up continues via on-going involvement with employers. A formal follow-up study is being planned (via federal funds) for the latter part of the 1977 school year.

Evaluation:

1. Individual Student Progress - Students are evaluated approximately 6 times a year on-the-job; Students are tested upon entering the program and before graduation via the Social and Prevocational Inventory Battery (SPIB-McGraw Hill) to assess academic progress related to course of studies.

2. Overall Program Design - Student retention statistics are used to evaluate program effectiveness; The New England Association of Secondary Schools and Colleges evaluated program in 1974.

Dissemination Capabilities: Consultation on Work-Study has been provided to several communities in RI in the past, and is offered on a continuous basis locally, if requested. A report on the Woonsocket Work Experience Program was copyrighted in January, 1970, and has been utilized in the various consultations.

WORK STUDY PROGRAM

PROJECT DIRECTOR:

Transitional School
Cumberland, Rhode Island

(401) 767-2420

YEARS IN OPERATION: 6

COST PER CHILD: $2,000

FUNDING SOURCES:

Local Region (3 towns)
Federal

STUDENT POPULATION:

Population Served - 36 Handicapped

Grade Levels Served - 7-12

Ages Served - 13-21

Handicapping Conditions - Learning Disabled
Mentally Retarded educable
Neurologically Impaired

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting:

Regional
Incorporated in regular high school

Instructional Setting:

Self-contained special classes

Program Orientation:

Vocational

Schedule:

Partial Day/Work Study

PROJECT STAFF:

Total Number of Staff - 2

Inservice Training:

Recommended for all staff

PROGRAM INFORMATION:

Goals and Objectives: Provide the learner with adequate skills to function independently in society.

Description of Methods and Content of Instruction: Individually tailored program in basic skills with orientation toward job descriptions.

Screening and Testing: Most of the students arrive from elementary special programs - screening is through referral to psych. services after which medical is obtained and if necessary other supporting data.

Instructional Materials: Materials are both teacher made and commercial.

Use of Community Resources: Job stations are found first in-house then the coordinator canvasses local industry to find placement for the young adult.

Parent Involvement: Parents are urged to help in all areas of the process.

Post-Graduate Planning and/or Placement: A complete curriculum is followed which gives credit for work experience. Graduation usually occurs at age 19 after 3 successful years of work experience.

Evaluation: Achievement testing occurs on a yearly basis - monthly evaluations are obtained from employers.

Dissemination Capabilities: Limited to the state.

Other Information: This is the last year of a 5 year Vocational Education grant and the region will continue the program.

VERMONT

AUSTINE SCHOOL FOR THE DEAF

PROJECT DIRECTOR:

Richard K. Lane
120 Maple Street
Brattleboro, Vermont 05301

(802) 254-4571

YEARS IN OPERATION: 64

COST PER CHILD: $6,400 (1976-77) Room, Board, Education, Transportation

FUNDING SOURCES:

State and Local Funds

OTHER AFFILIATIONS:

Accept private bequests or gifts.

STUDENT POPULATION:

Population Served - 140 Handicapped

Grade Levels Served - Nursery through Vermont State Board of Education Certified Elementary & High School Program

Ages Served - 4-18

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Mentally Retarded (Educable)
Deaf
Hearing Impaired

Severity of Handicapping Conditions - Moderate

SITE DESCRIPTION:

Physical Setting:

Suburban - Regional - Incorporated in special or self-contained building

Instructional Setting:

S[illegible]-contained Special Classes; Supplemental Instruction (Vocational Center, Public School)

Program Orientation:	Schedule:
Prevocational/Academic/ Special, Retarded-Deaf	Full Day

PROJECT STAFF:

Student/Staff Ratio - 8/1
Total Number of Staff - 78

Inservice Training:

Required for all staff - Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: Education of hearing impaired excluded from public school because of severity of hearing handicap.

Description of Methods and Content of Instruction: Total communication for instruction including all component parts.

Screening and Testing: Evaluation Components: Audiological, Academic, Personality Assessments.

Instructional Materials: Instructional material created by staff.

Use of Community Resources - Public or Private: Regional, state, and local educational and service resources utilized completely.

Parent Involvement: Parent visitation and participation in individual educational planning.

Post-Graduate Planning and/or Placement: The 1976 graduates, 22 in number, graduated and entered by exams and acceptance into college, junior college or vocational-technical college with supportive services for the deaf. The 1975 graduates did the same.

Evaluation: Designed and executed by staff on individual basis - with overall program offerings to serve the complete "bell curve" of our population.

Dissemination Capabilities: Limited as effort is focused internally.

Other Information: We are extremely proud of the performance of our graduates and the program offered by our staff to afford them the opportunity to successfully compete for the college and vocational-technical services available in post-secondary institutions.

CONSULTING TEACHER PROGRAM

PROJECT DIRECTOR:

Linda Boyer
Mount Abraham Union High School
Bristol, Vermont 05443

(802)-1-453-2333

YEARS IN OPERATION: 2 COST PER CHILD: $400 (approximate)

FUNDING SOURCES:

State of Vermont & Local School District

STUDENT POPULATION:

Population Served - Handicapped 43

Grade Levels Served - 7-12

Handicapping Conditions - The Consulting Teacher Program is non-categorical. The majority of referred students include:

- Socially Maladjusted
- Learning Disabled
- Mentally Retarded
  - educable
- Multi-handicapped
- Neurologically Impaired

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting:

Rural - Single District - Incorporated in regular high school

Instructional Setting:

Resource Room, Regular Classroom.

Program Orientation:	Schedule:
Prevocational Academic	Full Day

PROJECT STAFF:

Total Number of Staff - 3

INSERVICE TRAINING:

Recommended for all staff
Provided within the building

PROGRAM INFORMATION:

Goals and Objectives: One of the primary goals of the Consulting Teacher Program is to enable all teachers to teach all of their students despite wide differences in learning rates and levels of achievement present within the classroom.

Description of Methods and Content of Instruction: The basic skill areas offered are reading and mathematics. The Counseling Teacher provides inservice training to staff members through direct consultations, workshops, and graduate courses. Training includes teaching staff members to design and implement individualized instructional programs and to keep daily records of each student's progress.

Screening and Testing: Referrals are made by classroom teachers. They refer those students whom they feel need special programs in reading and math. Testing has been done by program staff. Pre and post tests administered to all students enrolled. Math tests: Key Math; Informal Inventories. Reading tests: Gilmore Oral Reading Test; Wide Range Achievement Test (Word Recognition); Informal Inventories.

Instructional Materials: Math-Monterey Arithmetic Program; Sullivan Programmed Math Materials Worksheets and tests from minimum objectives established K-8 in this district. Reading: Barnell-Loft Specific Skill Series; Reading for Concepts (McGraw-Hill); New Practice Readers (McGraw-Hill); Action Series Libraries (Scholastic)

Use of Community Resources - Public or Private: Adults from the community have volunteered their services as tutors. Honor students as well as other students have volunteered their free time to serve as tutors in our program.

Parent Involvement: Parent conferences are held whenever possible. Parent permission in writing is essential to obtain before enrollment in the program can occur. Frequent phone calls are made to parents plus descriptive quarterly progress reports are written and sent home.

Post-Graduate Planning and/or Placement: Does not apply. These tasks are done by the Guidance Department.

Evaluation:

1. Individual Student Progress - Student progress is monitored daily by a staff member or by the students tutor. Daily data are recorded on appropriate graphs which accompany the student's materials. In addition, standardized tests are administered on entry and exit dates.

2. Overall Program Design - The overall program is evaluated by the school's principal as well as by the State Department of Special Education.

Dissemination Capabilities: Dissemination this year has included articles about the program written by the consulting teacher for the two local newspapers, the Parent Newsletter and the School Student Newspaper. Also data on student progress and quarterly reports have been disseminated to the 17 Mount Abraham School Board Members.

CONSULTING TEACHER (CT) PROGRAM

PROJECT DIRECTOR:

D. W. Baysinger
Champlain Valley Union High School
Hinesburg, Vermont

(802) 482-2101 xt 29

YEARS IN OPERATION: 2

FUNDING SOURCES:

Federal, State and Local Funds

STUDENT POPULATION:

Population Served - 130 Handicapped

Grade Levels Served - 9-12

Handicapping Conditions - Physically Handicapped
Socially Maladjusted
Learning Disabled
Mentally Retarded (Educable)
Visually Impaired
Speech or Language Impaired

Severity of Handicapping Conditions - Mild; Moderate

SITE DESCRIPTION:

Physical Setting:

Rural - Incorporated in regular high school

Instructional Setting:

Regular Classroom

Program Orientation:	Schedule:
Prevocational/Academic	Full Day; Partial Day/Work Study

PROJECT STAFF:

Total Number of Staff 5

Inservice Training:

Recommended/Voluntary for all staff - Provided within the building; in the district.

PROGRAM INFORMATION:

Goals and Objectives: Specific objectives are specified for each referred student.

Description of Methods and Content of Instruction: Basic skills in Math and Science. Competency in Reading Skills, Writing Skills, and Spelling Skills.

Screening and Testing: Teacher refers student for social or academic deficit. Evaluation of deficit is made by Consulting Teacher or assistant and if definite deficit does exist, the Consulting Teacher and referring teacher will develop a specific teaching/learning procedure that will be implemented by the referring teacher in the regular classroom.

Instructional Materials: Reading - A library of paper back reading books with readability from 1.5 to 12.0 grade levels. Spelling - Independent Learning Units based on Dole and Dolch word lists. Science - Independent Learning Units. Math - Minimum Objective System. Writing - Independent Learning Units (Basic Skills).

Use of Community Resources: This high school has in existence a Do Unto Others Program (DUO) where students spend one day a week working for outside agencies or at jobs of their interest. For this, the student earns a credit for graduation.

Parent Involvement: Parent permission required for all students referred for service. In some cases, parents involved in a behavior modification program.

Post-Graduate Planning and/or Placement: When specified objectives are met as determined by specific teaching/learning procedures, services are terminated for that student. A follow-up plan is carried out.

Evaluation: The CT program is a data based model. Constant evaluation is made of a student's progress to evaluate the effectiveness of the implemented procedure. Evaluation of program design is done by elicitation from teachers, administrators, students, and parents.

Dissemination Capabilities: Quarterly reports are made to the district office and an end of year report to the State Department of Education. Information on the program has been reported in the local newsletter which is distributed to parents in the district.

THE CONSULTING TEACHER PROGRAM

PROJECT DIRECTOR:

Ann Erickson
Windsor Junior-Senior High School
Windsor, Vermont 05089

(802) 674-6050

YEARS IN OPERATION: 1

FUNDING SOURCES:

Vermont State Department of Education 75% - Local 25%

STUDENT POPULATION:

Population Served - 28 Handicapped

Grade Levels Served - 7-12

Ages Served - 14-20

Handicapping Conditions - Learners are not categorized. Learners functional grade level in a basic skill area below the actual grade level.

SITE DESCRIPTION:

Physical Setting:

Rural - Single District - State-wide Network - Incorporated in regular high school.

Instructional Setting:

Resource Room; Regular Classroom

Program Orientation:

Academic

Schedule:

Partial Day/Tutorial

PROJECT STAFF:

Student/Staff Ratio - 1 or 2/1
Total Number of Staff - 3

Inservice Training:

The Consulting Teacher offers workshops for recertification credit and University of Vermont Special Education courses for graduate credit to all eligible teachers and administrators.

THE CONSULTING TEACHER PROGRAM (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: A Consulting Teacher is a learning specialist who is trained to apply a data based individualized model of instruction to enhance the education progress of individuals eligible for special education services within the regular classroom setting (mainstream). Eligible learners are students below level in basic skills and/or minimum objectives.

Description of Methods and Content of Instruction: 1) Inservice teacher training (courses and workshops); 2) Development of individualized programs; 3) Data based model of instruction assists teacher in promoting measured educational progress of learners; 4) Direct service to learner when appropriate. While direct service is provided to students, our approach is based on the philosophy that many eligible learners can be effectively educated in regular classrooms. Individualized programs are developed and implemented by classroom teachers and parents with the aid and support and training of the Consulting Teacher and her staff.

Screening and Testing: Teacher identifies learner with deficits in language, arithmetic and/or social skills. Teacher obtains referral form from principal, completes form and returns to principal for signed approval and forwarding to Consulting Teacher. Teacher and Consulting Teacher meet to define target behavior(s) and develop reliable entry level measures. Entry level measures confirm teacher's referral. Formal testing includes: Woodcock Reading; Key Math, WRAT. At this time, entry level for placement in materials is also decided.

Instructional Objectives: Teacher and Consulting Teacher agree on school year objectives and outline a proposed teaching/learning procedure to remediate deficits in the target behaviors; procedure is approved by principal. Entry level measures and proposed teaching/learning procedures are presented to parent(s) for written approval. Teaching/learning procedures are implemented.

Instructional Materials: For Students: Merrill Linguistics Reading Program; Adult Sullivan Reading Program (Behavioral Research Laboratories); Reading for Concepts (Webster/McGraw Hill); Monterrey Reading and Math; Individualized Computational Math Program (Houghton-Mifflin); Pacemaker Math Program (Feron); Reading Skills Series and Supportive Skills Series (Barnell Loft); Basic Goals in Spelling; Cracking the Code; Sprint Series.

For Teachers: Extensive materials in behavior modification are available on site and used in inservice training.

Use of Community Resources: Beginning September 1976, we hope to establish a peer tutoring program as well as a senior citizens tutoring program.

Parent Involvement: Parent permission and support must be obtained in writing. Parents are informed on a monthly basis of progress. Home programs are implemented.

Evaluation: Progress of learner is measured daily; Consulting Teacher and teacher meet weekly to review learner's progress toward school year objectives. Parent(s) and principal are informed of learner's progress at least monthly. Written evaluation of services are obtained from learner, parent(s), and teacher. Follow up/follow through procedures are planned for following year based on learner's progress and approved by teacher, principal and parent(s).

Dissemination Capabilities: Dissemination through University of Vermont; Division of Special Education, Vermont Department of Education; locally through open house, newspaper, presentations, flyers, site visits, reports, discussion, personal contact, parents.

DEVELOPMENTAL DISABILITIES CENTER

PROJECT DIRECTOR:

Frank MacNeil - Executive Director
Ted Pawlaczyk
72-78 Fairfield Street
St. Albans, Vermont 05478

(802) 524-6561

YEARS IN OPERATION: 3

FUNDING SOURCES:

Federal
State
Local

STUDENT POPULATION:

Population Served - 125 Handicapped

Ages Served - 16-70s

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
  trainable
  severe
Multi-Handicapped
Deaf
Hearing Impaired
Visually Impaired
Blind
Speech or Languaged Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate, severe

SITE DESCRIPTION:

Physical Setting:

Rural
Single District
Incorporated in special or self-contained building

Instructional Setting:

Self-contained special classes

DEVELOPMENTAL DISABILITIES CENTER (Cont'd)

Program Orientation:	Schedule:
Prevocational/Vocational Academic Social, Recreational Activities Daily Living, Art Therapy	Full Day

PROJECT STAFF:

Student/Staff Ratio - 5/1
Total Number of Staff - 26

Inservice Training:

Required for all staff

PROGRAM INFORMATION:

Goals and Objectives: Maximize potential of developmentally disabled adults. The goal is to help the D.D. client develop and maintain a positive self concept through training in daily living activities and appropriate work skills.

Description of Methods and Content of Instruction: Work activity (subcontract, arts and craft type activity); Social activity - socialization activities; Educational component - adult education and advanced level curriculum for ages 16-21; Prevocational component - specialized training for severely handicapped; Recreational component - physical fitness and group sports; Art therapy - leisure time activity and geriatrics.

Screening and Testing: Intake procedure through Mental Health Agency, reviewed by intake committee psychiatrist, psychologist, and social worker. Evaluation - 90 day review with clinical staff problem oriented record keeping. Criteria admission: 16 years up D.D. (primarily mentally retarded), toilet trained, ability to follow simple commands, ability to communicate verbally or other.

Use of Community Resources: Vocational rehabilitation - placement; Social Welfare Department - aftercare services; local physicians - medical; school systems - education; Association for Retarded Citizens - special programs.

Parent Involvement: Workshops - parent training; Evaluation - participating in evaluation process; Participation in Special Projects.

Post-Graduate Planning and/or Placement: Referral to Vocational Rehabilitation Unit based on evaluation of job readiness.

Evaluation: Each individual has a treatment plan and it is reviewed by evaluation clinic every 90 days. Clinic is composed of the D.D. clinic staff.

DEVELOPMENTAL DISABILITIES CENTER (Cont'd)

Other Information: Franklin N-Grand Isle Mental Health Service Inc. accepted the programming services for developmentally disabled adults in 1973. The hub of the multi-discipline service is The Developmental Disabilities Center that serves two counties 40-50 miles in radius. The catchment area is primarily rural with St. Albans the most populated community with 10,000. The Agency has a transportation network of 4-15 passenger vans to provide transportation for clients in the outlining districts to the Center for program services.

DIVERSIFIED OCCUPATIONS

PROJECT DIRECTOR:

Luther G. Tabor
Burlington Vocational Technical Center
52 Institute Road
Burlington, Vermont 05401

(802)-863-4521 ext. 18

YEARS IN OPERATION: 4 COST PER CHILD: $2,446

FUNDING SOURCES:

State Department of Education, Title I

OTHER AFFILIATIONS: National Association of Retarded Citizens

STUDENT POPULATION:

Population Served - 26 Handicapped

Grade Levels Served - 9-12

Handicapping Conditions - Mentally Retarded educable

Severity of Handicapping Conditions - mild

SITE DESCRIPTION:

Physical Setting:

Urban, Incorporated in regular high school

Instructional Setting:

Self-contained Special Classes - 1
Resource Room - 1
Regular Classroom - 2
Supplemental Instruction - 1

Program Orientation:	Schedule:
Prevocational Vocational Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 12/1
Total Number of Staff - 4

Inservice Training:

Required for partial staff
Voluntary for all staff

PROGRAM INFORMATION:

Goals and Objectives: To diagnose strengths, as well as handicapping factors and then to proceed to capitalize on strengths and to reduce the impedence of the handicapping factors; to the extent that each D.O. student can either be mainstreamed completely into full academic-vocational programs or selected parts of these programs.

Description of Methods and Content of Instruction: Diagnosis training-career plan, prevocational including basic skills and survival skills, vocational training plan, sheltered cooperative education, regular cooperative education, job placement and follow-up.

Screening and Testing: EMR students are referred to the D.O. program. The skills of the student are assessed and a learning package is developed. When vocational placement is suggested there is a staffing consisting of the D.O. teacher, D.O. department head, the guidance counselor for D.O. students, the receiving teacher, the department head for the receiving teacher and the parents. When the child progresses enough to enter a co-op, another staffing takes place. The student's progress and on the job situation is monitored by the co-op coordinator.

Instructional Materials: We have experimented with many. We do not have any that are exemplary. We allow ourselves the latitude to select whichever meets the need on an individual basis.

Use of Community Resources - Public or Private: Champlain Sheltered Workshop, Champlain Association for Retarded Citizens, National Association of Retarded Citizens, Vermont Department of Vocational Rehabilitation, Office of Manpower Services, Department of Employment Security, Howard Mental Health, Medical Center of Vermont, Josephine Baird Childrens Center.

Parent Involvement: Parents are involved integrally all the way through this progression. Parents serve as members of the program advisory committee as well.

Post-Graduate Planning and/or Placement: Presently we are developing details through which our graduates will be placed and followed up through non-school agencies. Presently the two professional staff members fill this role.

Evaluation:

1. Individual Student Progress - Students are evaluated as they progress along the career plan system. These are accompanied with parent conferences if appropriate.

2. Overall Program Design - The program is evaluated in conjunction with the remainder of the vocational center on an objective management basis.

DIVERSIFIED OCCUPATIONS

PROJECT DIRECTOR:

Robert L. Day
Educational Center
Essex Junction, Vermont 05452

(802) 879-7121 ext 60

YEARS IN OPERATION: 6 COST PER CHILD: $1504

FUNDING SOURCES:

State of Vermont

STUDENT POPULATION:

Population Served - 42 Handicapped

Ages Served - 15-21

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded
  educable
  trainable
Multi-handicapped
Speech or Languaged Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - Mild, Moderate, Severe

SITE DESCRIPTION:

Physical Setting:

Suburban, Regional, Incorporated in regular high school

Instructional Setting:

Self-contained special classes - 4
Regular classroom - 15 students in regular class

Program Orientation:	Schedule:
Prevocational Vocational Academic Arts & Crafts, Phys. ed.,etc.	Full Day

PROJECT STAFF:

Student/Staff Ratio - 10:1
Total Number of Staff - 4 ½

Inservice Training:

Required for all staff
Provided at a university

PROGRAM INFORMATION:

Goals and Objectives: Achievement of academic, social, and vocational skills to the best of each student's ability.

Description of Methods and Content of Instruction: Academic - English, math, heavy lab, light lab, all areas focus on life relevant skills - Multi sensory approach to learning, individualized instruction.

Screening and Testing: Instruments - PIAT-WISC; referral through- State Agencies, School Districts, parents, staffings with all involved.

Instructional Materials: Much valuable material available through Mafex Associates - Johnstown, PA; Frank E. Richards - Liverpool, New York.

Use of Community Resources: Public businesses used in "Job Placement Program".

Parent Involvement: Limited.

Post-Graduate Planning and/or Placement: Higher functioning students take two years of a vocational course.

Evaluation: Bi-annual progress reports for students given to student's parents, State Department of Education and our personal files.

Other Information: The Vermont Curriculum Guide is available by writing to: Chris Morgan
Special Ed. Consultant
Department of Education
Montpelier, Vermont

DIVERSIFIED OCCUPATIONS

PROJECT DIRECTOR:

James Doolan
Addison County Vocational Center
Middlebury, Vermont 05753

(802)-388-4031

YEARS IN OPERATION: 5

FUNDING SOURCES:

Local per capita and state and federal

STUDENT POPULATION:

Population Served - Handicapped 38

Grade Levels Served - 9-12

Ages Served - 15-21

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Mentally Retarded
educable
Hearing Impaired
Visually Impaired
Blind
Speech or Language Impaired
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - mild, moderate

SITE DESCRIPTION:

Physical Setting:

Rural - Regional - Incorporated in area vocational center with high school connected

Instructional Setting:

Self-contained Special Classes - 5 rooms, children mainstreamed into various academic, vocational classes when ready
Resource Room - 2
Supplemental Instruction - right-to-read tutors

Program Orientation:

Prevocational
Vocational
Academic

Schedule:

Full day for some students and partial day/work study for others

PROJECT STAFF:

Student/Staff Ratio - 9/1
Total Number of Staff - 3 teachers, 1 aide

INSERVICE TRAINING:

Recommended for all staff
Provided within the building, in the district, and at a university

PROGRAM INFORMATION:

Goals and Objectives: To develop life essential skills; To develop occupational skills; Employment before graduation; To develop social skills

Description of Methods and Content of Instruction: Reading-Mathematics - Related academic   Pre-Voc. labs (to develop skills, interests in areas related to available vocational classes and employment stations in community)

Screening and Testing: Referral by sending school - teachers - guidance; Testing by clinical psychologist, voc. rehab. counselor: WISC, WAIS, TAT, Bender-Rorschach - Human Figure Drawing - Sentence Completion WRAT

Instructional Materials: Me Now (science-BSCS); DMP (math); First Aid; Metrics; Drivers Ed. (developed here); Recipe for Reading

Use of Community Resources - Public or Private: Vocational Rehab.-Employment Security (jobs) - Social Welfare - CETA - Neighborhood Youth - F.I.S.H. (volunteer services) - K. of C., Lions, Rotary (money for out of school projects) - O.E.O. - Counseling Service - all involved as part of staff - each contribute from respective service

Parent Involvement: Due to the rural nature of our area, only about 25% of our parents choose to become involved at all. A few serve on our advisory committee. Some are involved only as their child is served on some individual referral.

Post-Graduate Planning and/or Placement: All graduates are clients of Voc. Rehab. - (All services necessary to stay employed - they will provide further schooling, transportation, tools, medical, supp. income). Criteria for Graduation: social maturity - successful work experience, academic achievement and vocational skills development commensurate with potential of each individual.

Evaluation:

1. Individual Student Progress - All children receive a high school report card. An individual evaluation is done twice a year by the combined staff on academic, social-emotional and job-preparedness. Psychological evaluation is done every two years.

2. Overall Program Design - The program is constantly being evaluated on a daily basis and curriculum changes made as seen needed to meet requirements of students.

DIVERSIFIED OCCUPATIONS (Cont'd)

Dissemination Capabilities: As we are in a high school setting little is done to disseminate information about our students. We prefer to be just "another class".

Other Information: We are located in a suite of rooms and labs in a high school-vocational center complex. Our staff teaches both academic and vocational areas. We foster interaction of staff 100% of the time to facilitate evaluation and curriculum planning. Our psychologists and Voc. Rehabilitation counselor are integral members of our staff. We have almost instant services from both of these for medical, psychological, psychiatric, neurological, and occupational services. We have a Co-op Coordinator who aids in placement for initial work experience and final job placement.

DIVERSIFIED OCCUPATIONS

PROJECT DIRECTOR:

Garton Van Tassel North Country Union High School Newport, Vermont 05855	John Fox, Special Education

(802) 334-7921

YEARS IN OPERATION: 3

FUNDING SOURCES:

State of Vermont, Title I, 89-313

STUDENT POPULATION:

Population Served - 26 Handicapped

Grade Levels Served - Levels III & IV

Ages Served - 13-21

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Mentally Retarded (Educable, Trainable)
Hearing Impaired
Speech or Language Impaired

Severity of Handicapping Conditions - Moderate

SITE DESCRIPTION:

Physical Setting:

Rural - Regional - Incorporated in regular high school

Instructional Setting:

Self-contained special classes; Regular classroom (mainstream)

Program Orientation:	Schedule:
Prevocational/Vocational/Academic	Full Day

PROJECT STAFF:

Student/Staff Ratio - 13/1
Total Number of Staff - 3

Inservice Training:

Voluntary for all staff; provided at a university

DIVERSIFIED OCCUPATIONS (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: All studies and work tailored to specific student needs. Introduction to vocational skills with an emphasis on academics included in area. Foundation in area gives student confidence and basic knowledge that prepares them for jobs and opportunities. Work experience valuable avenue for broadening student abilities. Opportunities located so that a student may explore specific job area while training under guiding influence of fellow employees and supervisors.

Description of Methods and Content of Instruction: Vocational Math, Vocational Science, Vocational English main thrust of academics. Budgets, finances, checks, horticulture, letters, sentence structure, interview skills, job applications, vocational wood shop with machinery and projects to complete. Job placement to follow with successful completion of objective in content area.

Screening and Testing: WISC, once every three years by Guidance Department; Psychological Testing, Mental Health Agency; WRAT, determine progress and grade level ability.

Instructional Materials: Lawson Series, Business Math, Vocational Skills. Very enjoyable for student interests supplemented by own ideas. Sullivan Reading Series.

Use of Community Resources: Community first aid program, baby sitting program, Red Cross, police, fire department, ambulance, nurses, regulation program with Red Cross Certification, field trips to specific interest areas. Job placement, cooperating agencies with our program.

Parent Involvement: Very little involvement on parents part.

Post-Graduate Planning and/or Placement: Graduation earned by completion of class objectives and number of years in program. Job placement resources are limited; many small industries involved. Contact and follow up by instructor available at all times. Follow up after school years somewhat difficult due to time, area, and lack of formal instructional program.

Evaluation: Evaluation by course objectives throughout year and twice a year evaluations reviewed by State Department, parents, and teachers. Individual tutors help with progress check and instruction design.

DIVERSIFIED OCCUPATIONS, LEVEL IV (SECONDARY)

PROJECT DIRECTOR:

Edward C. Perkins
Fairground Road
Brattleboro, Vermont 05301

(802) 257-0356

YEARS IN OPERATION: 4 COST PER CHILD: $2,000+

FUNDING SOURCES:

Vermont State Department of Education

STUDENT POPULATION:

Population Served - 30 Handicapped

Grade Levels Served - 9-12

Handicapping Conditions - Mentally Retarded
educable
Multi-Handicapped
Deaf

Severity of Handicapping Conditions - mild, moderate, severe

SITE DESCRIPTION:

Physical Setting:

Rural
Regional
Incorporated in regular high school

Instructional Setting:

Self-contained special classes
Resource Room
Supplemental Instruction

Program Orientation:

Prevocational

Schedule:

Full Day - grades 9, 10
Partial Day/Work Study - grades 11,12

PROJECT STAFF:

Student/Staff Ratio - 8.5:1
Total Number of Staff - 5

Inservice Training:

Required for all staff
Provided within the building
Provided at a university

DIVERSIFIED OCCUPATIONS, LEVEL IV (SECONDARY) (Cont'd)

PROGRAM INFORMATION:

Goals and Objectives: To provide educable mentally retarded boys and girls of senior high age with learning opportunities which prepares them for living and working. To integrate the demands of the World of Work into the school program. To provide work experience with pay and/or internship experience without pay for at least 30 D.O. students. To expand the present job bank of jobs which are suited to the ability level of D.O. students and complete a job analysis of at least 20 of these positions. To place all graduating D.O. students in suitable places of employment.

Description of Methods and Content of Instruction: The major areas of instruction are: social studies, English and language arts, mathematics, science, and Diversified Occupations Laboratory Training. The Laboratory provides training for successful living plus vocational exploratory experiences. The final phase of vocational training provides the student with specific skill-training for a specific position open to them in the community.

Screening and Testing: Referrals are made by elementary and junior high counselors. All referrals are screened with WISC and Peabody Individual Achievement Battery.

Instructional Materials: In lab areas various equipment is brought in as needed i.e. blood pressure cuffs for nurses aide training, spinning wheels or looms for a craft project, lawn mowers for small engine repair.

Use of Community Resources: Initial work experience is obtained at the Contract Workshop - under auspices of Brattleboro Retreat - to assist in-school and out-of-school youth in learning how to be successful on-the-job.

Parent Involvement: All parents are visited twice a year in the home. All parents are invited to an annual Open House in the Fall and an end-of-year picnic in June.

Post-Graduate Planning and/or Placement: A total of 68 credits is required for graduation. A student must complete the equivalent of 4 years of English, one year of math, one year of science, two years of U.S. History and 4 years of physical education. Information gained about the student during his time in D.O. will enable the coordinator to gain the information needed for placement in permanent employment.

Evaluation:

1. Individual Student Progress - Individual progress measured annually with Peabody Individual Achievement plus mid and end of year staff evaluations (written and sent to Special Education, State Department of Education).

2. Overall Program Design - Overall program is evaluated periodically by consultants from the Division of Special Education, State Department of Education; also by the New England Association of Secondary Schools. Continuous evaluation by the staff and administration.

Dissemination Capabilities: Orientation is provided annually for area counselors, teachers, and administrators who make referrals. Open House and press releases inform parents and community.

DIVERSIFIED OCCUPATIONS PROGRAM

PROJECT DIRECTOR:

Darwin Reynolds
Lamoille Union High School
Hyde Park, Vermont 05655

(802)-888-3664

YEARS IN OPERATION: 6 COST PER CHILD: $1,198.51

FUNDING SOURCES:

State Education Agency

OTHER AFFILIATIONS:

Towns pay per pupil cost

STUDENT POPULATION:

Population Served - 40 Handicapped

Grade Levels Served - 7-12

Ages Served - 13-21

Handicapping Conditions - Physically Handicapped
- Socially Maladjusted
- Learning Disabled
- Mentally Retarded
  - educable
  - trainable
- Multi-Handicapped
- Hearing Impaired
- Visually Impaired
- Speech or Language Impaired
- Perceptually Impaired

Severity of Handicapping Conditions - moderate

SITE DESCRIPTION:

Physical Setting:

Rural, Regional, Incorporated in regular high school

Instructional Setting:

Self-contained Special Classes - 2
Resource Room - 2
Supplemental Instruction - 10

Program Orientation:	Schedule:
Prevocational	Full Day
Vocational	Partial Day/Work Study
Academic	

PROJECT STAFF:

Total Number of Staff - 12

Inservice Training:

Voluntary for all staff

PROGRAM INFORMATION:

Goals and Objectives: Given the services of school personnel, the students will be taught basic, academic and occupational skills which will enable them to become more productive citizens.

Description of Methods and Content of Instruction: Academics and prevocational.

Screening and Testing: Referral on basis of not having been tested for a 2-year period. WISC-R; WISC-Adult

Instructional Materials: Singer Math Kits; Sullivan Reading; Perceptual Program - D.L.M.

Use of Community Resources - Public or Private: Parents Group- Volunteer; Lamoille County Mental Health - counseling & testing; Social Welfare - counseling, foster homes.

Parent Involvement: Very - We have an active Parent's Group, who were very supportive of all our programs.

Post-Graduate Planning and/or Placement: Graduate requirements: 16 credits (units) as required for the High School - 4 years English; 4 years Math; 4 years Social Sciences; and 4 years electives.

Evaluation: Individual Student Progress - individual objectives; check lists for each student.

Dissemination Capabilities: We had excellent coverage from our local paper. They came and did a front page (picture story), write up of our program.

LARAWAY SCHOOL

PROJECT DIRECTOR:

Robert Kilkenny
Johnson State College
Johnson, Vermont 05656

(802)635-7212

YEARS IN OPERATION: 5 COST PER CHILD: $2,500/sch yr

FUNDING SOURCES:

Johnson State College, State Departments of Special Ed., Voc. Rehab., Social Rehab. Services, Corrections, area public schools

STUDENT POPULATION:

Population Served - 16 Handicapped

Grade Levels Served - 2-13

Ages Served - 13-18

Handicapping Conditions - Emotionally Disturbed
Socially Maladjusted
Learning Disabled

SITE DESCRIPTION:

Physical Setting:

Rural, Incorporated in special or self-contained building

Instructional Setting:

Self-contained Special Classes - 7
Supplemental Instruction

Program Orientation:

Prevocational
Academic

Schedule:

Full Day
Partial/class 4 days per week
work 1 day per week

PROJECT STAFF:

Student/Staff Ratio - 1.6/1
Total Number of Staff - 10

Inservice Training:

Required for all staff
Provided within the building
Provided at a university

PROGRAM INFORMATION:

Goals and Objectives: If students are to lead productive and satisfying lives as adults the role of education must be, among other things, to develop a pattern of successful achievement and the concept of self-worth. Standards of academic and personal performance are kept high in order that students value their individual achievement. The School seeks to prepare students for functioning independence upon graduation and to instill a desire for post-secondary education.

Description of Methods and Content of Instruction: Each student takes seven, forty minute classes per day which include English, Math, Art, Science, History, Gym, and Reading. Students are grouped according to instructional level and meet in classes ranging from one to five students in size. All course work is beased upon weekly contracts for each class.

Screening and Testing: Students are referred by social workers, guidance counselors, etc. All relevant records of testing, social history, transcripts, etc. are forwarded to Laraway. The student must then come for a personal interview and spend at least a half day in various classes. Students need to be able to articulate some personal, educational and social goals. Testing prior to notification.

Use of Community Resources - Public or Private: Laraway School utilizes the full facilities of Johnson State College including Gym, Library, Auditorium, etc. In addition Laraway operates a community garage where our students learn to assist other local persons in the care and maintenance of their automobiles. Laraway also sponsors a community garden in the village of Johnson.

Parent Involvement: Approximately half the students reside at the Living and Learning Center here at Johnson State. The Center is a residential treatment center for adolescents. All Center residents attend Laraway. The two staffs work closely. Other students reside locally with their own or foster families. Laraway provides family counseling and supportive services there.

Post-Graduate Planning and/or Placement: All students participate one full day per week in our Career Exploration Program. The school works to find employment for students upon graduation and provides college and other post-secondary placement services. Laraway grants diplomas based upon a credit system similar to most high schools and provides GED preparation.

Evaluation:

1. Individual Student Progress - Students are evaluated by self and teachers each week based upon contract completion. Students are tested twice per year with the California Reading, Metropolitan, Stanford, and Wide Range Achievement Tests plus others where applicable.

2. Overall Program Design - Program evaluation consists of student progress in meeting curriculum instructional criteria and by follow-up after graduation.

Dissemination Capabilities: The school welcomes visitors.

Other Information: Laraway serves neglected, delinquent, and learning impaired adolescents. The program is designed only for students ready for a real challenge and able to articulate some significant personal and academic goals. Students come for a month trial period prior to establishing terminal objectives and signing a formal goal contract. Length of stay ranges from one to four years with two years being the average.

LIFE SKILLS ACTIVITY CENTER

PROJECT DIRECTOR:

Louis A. Axt - Director
Ovid D'Alessandro - Teacher
Catamount School
Bennington, Vermont

(802) 447-7543

YEARS IN OPERATION: 2 COST PER CHILD: $2,600.00

FUNDING SOURCES:

ESEA - Title III, Vermont Department of Education, Sp. Ed. Div.

STUDENT POPULATION:

Population Served - 7 Handicapped

Ages Served - 16-21

Handicapping Conditions - Mentally Retarded trainable

Severity of Handicapping Conditions - moderate

SITE DESCRIPTION:

Physical Setting:

Rural, Regional, Incorporated in regular high school

Instructional Setting:

Self-contained Special Classes - 1
Supplemental Instruction - 1

Program Orientation:	Schedule:
Vocational	Full Day Partial Day/Work Study

PROJECT STAFF:

Student/Staff Ratio - 7/1
Total Number of Staff - 1

Inservice Training:

Required for all staff
Provided within the building
Provided in the district
Provided at the Dept of Education

PROGRAM INFORMATION:

Goals and Objectives: "Life Functions" - The over-all goal of our "Life Skills Activity Program" is to ensure a program that provides for a maximum degree of self help, social competency and economical usefulness. The objectives would encompass - development of perceptual motor skills, communication skills and fundamental academic knowledge given to the degree that students will ultimately be able to function at their highest individual potential.

Description of Methods and Content of Instruction: Career-Education-Vocational program revolving around Life Skills and functions through work training activities. Basic academic skills, career education skills, consumer education skills, vocational field trip to see first hand on-site vocational experiences, practical vocational skills development - experiencing basic woodshop tools and crafts (wood projects - weaving - sewing - kitchen practices - ceramics - metal - painting - staining), home and family - management of materials and money, physical and mental health, safety, traveling alone, sex education.

Screening and Testing: All staff personnel involved. Use WISC, PIAT, Weschler, Stanford-Binet and other handicap specific tests as well as anecdotal records.

Instructional Materials: Basic special ed academic workbook activities in math - money- time telling - phonics - language arts - role playing; Prevocational - job preparation workbook activities and vocational activity kits; home and family instructional kits - health & personal hygiene workbooks and practical applications; Bell Telephone kits - tape recorder; classroom grocery store - currency kits.

Use of Community Resources - Public or Private: MAUHS Media Center - school learning center - public library - museums - hospital - district court - 4-H Club - UVM Extension services - Bennington Recreation Center. Bennington and surrounding area plants and mills for on-site visits. United Counseling Services - BREF Religion Instruction - Bennington Banner - WBTN radio station - special olympics program.

Parent Involvement: Parents-Teacher Advisory Council (parents of trainable students) meet monthly to actively participate in planning - supporting and reviewing the program - with school staff and periodically with ESEA III Federal consultants.

Post-Graduate Planning and/or Placement: Job bank system and job placement program in progress in cooperation with local plants and mills personnel offices.

Evaluation: Individual Student Progress - Yearly pretest and post testing - Peabody Individual Achievement Test, scoring, measurement, recording; Individual student's weekly progress reports kept; Staffings held with other resource specialists in contact with students; On-site ESEA III visitations by evaluation consultants; United Counseling Services - testing and staffings.

Dissemination Capabilities: Monthly Life Skills Activity Center - Newsletter distributed - Vermont Dept of Education publication - RAP - Research Agent Program-WBTN radio station and Bennington Banner Newspaper.

Other Information: 1) In-Service school program: Girls work with kindergarten children daily - child care program. Boys in-service program-maintenance and cafeteria, 2) 4-H Club ("Can-Doers") for our students with Mr. D'Alessandro as club leader, 3) Periodic sale of crafts produced by students, 4) Summer workshop activity program (July-Aug) at Molly Stark School for students.

OPERATION JOBS - DIVERSIFIED OCCUPATIONS

PROJECT DIRECTOR:

Mr. William Rochon
Spaulding High School
Ayer Street
Barre, Vermont 05641

(802) 476-7624

YEARS IN OPERATION: 2

FUNDING SOURCES:

Federal Grant

OTHER AFFILIATIONS:

Special Education Department

STUDENT POPULATION:

Population Served - 30 Handicapped

Grade Levels Served - 9-12

Ages Served - 14-19

Handicapping Conditions - Physically Handicapped
Emotionally Disturbed
Socially Maladjusted
Learning Disabled
Mentally Retarded (Educable)
Multihandicapped

Severity of Handicapping Conditions - Mild; Moderate

SITE DESCRIPTION:

Physical Setting:

Rural - Regional - Incorporated in regular high school in a self-contained area.

Instructional Setting:

Self-contained special classes

Program Orientation:

Vocational

Schedule:

PROJECT STAFF:

Student/Staff Ratio - 15/1
Total Number of Staff - 5

Inservice Training:

Recommended for all staff (Communications Workshop on a monthly basis).

PROGRAM INFORMATION:

Goals and Objectives: To provide a complete diagnostic assessment of each child referred to the program; to increase the capabilities of students in the social and work life of the community; to coordinate efforts between staff of the Barre Area Vocational Center and Spaulding High School with the staff of Operation Job; to involve families in the program.

Description of Methods and Content of Instruction: The program combines academic and vocational training with an emphasis on personal and social development. The academic program focuses on reading and math skills with individual tutoring available through the use of volunteers. Preparatory activities before job placement include slide presentations of various occupations, followed by small group sessions, field trips to job sites, and interviews with each student by staff and rehabilitation counselor to determine personal feelings, attitudes and preferences.

Screening and Testing: Through Operation Jobs, each student is given a thorough medical, psychological, and vocational diagnostic evaluation. Included in the assessment process is the use of the Culture Fair Test for "nonreaders". Those who can read take the GATB.

Use of Community Resources: Social Service Agency, Vocational Rehabilitation Counselor assigned to the program, social worker from the district office, local mental health clinic, Center for Disorders in Communication in Burlington, visual-perception therapy by optometrist, consultants from graduate school who ran group sessions and staff training seminars, students from local college doing their graduate study, personnel from State Dental Tooth Fairy Program, adult VOLUNTEERS.

Parent Involvement: Parent group organized evening activities; e.g., pot luck supper and entertainment. Each parent has been involved in a conference with total staff, re: program (academic, lab, vocational) for their child; help transport students for outside activities; serve on the Advisory Board for Operation Jobs.

Post-Graduate Planning and/or Placement: For graduation, the student needs to complete academic and lab program designed for them to the satisfaction of the teachers. Grades (A-E) are given. Vocational placements which are done through the coordinator of Operation Jobs; supervision of OJT is done via the employer, volunteers, or the coordinator. The project will stay involved with the student for as long as is needed even after graduation.

Evaluation: The evaluation of each student in the total program is done by the total staff of Diversified Occupations and Operation Jobs as a team. Recommendations are made by the team and followed through as appropriate. The classroom evaluations would be done by the teachers and presented at staff meetings.

Dissemination Capabilities: Staff members have spoken to community organizations such as the Kiwanis and Lions Clubs. The community newspaper is in the process of writing a feature article on the project.

PINE RIDGE SCHOOL

PROJECT DIRECTOR:

W. Howard Delano, Headmaster
Pine Ridge School
Box 138
Williston, Vermont 05495

(802) 434-2161

YEARS IN OPERATION: 8 COST PER CHILD: $8,500

FUNDING SOURCES: Tuition

STUDENT POPULATION:

Population Served - 80 Handicapped

Ages Served - 12-20

Handicapping Conditions - Learning Disabled
Perceptually Impaired
Neurologically Impaired

Severity of Handicapping Conditions - Mild; Moderate; Severe

SITE DESCRIPTION:

Physical Setting:

Rural - Single District - Incorporated in special or self-contained building.

Schedule:

Full Day

PROJECT STAFF:

Student/Staff Ratio - 7/1 (Tutorial: 1/1)
Total Number of Staff - 60

PROGRAM INFORMATION:

Goals and Objectives: The objectives of the school are to develop the following skills in our students: perceptual motor abilities, fundamental language abilities; cognitive abilities, and psychosocial abilities.

Description of Methods and Content of Instruction: This is a residential program. One to one tutorials for every student each day using a language retraining approach; a Workshop in Thinking provides daily group instruction in perceptual and cognitive areas. Studio art required for all.

Screening and Testing: Headmaster, Educational Director, Assistant Headmaster, Supervisor of Tutorial Program, Guidance Counselor are all involved.

At Admission Tests: Peabody Picture Vocabulary Test; Wepman Test of Auditory Discrimination; Detroit Tests of Learning Aptitude; Woodcock Reading Mastery Test; Informal Inventories; Keymath Diagnostic Arithmetic Test.

Upon Admission Tests: Gates McKillop Reading Diagnostic Tests; Detroit Test of Learning Aptitude - Test 18 Oral; ITPA - grammatic closure.

Instructional Materials: We have programed the Gillingham approach to the remediation of learning disabilities, said program to be published at a future date.

Use of Community Resources: Psychological and psychiatric referrals when appropriate.

Parent Involvement: Two special weekends planned, one per semester, for parent-staff conferences and parent seminar.

Post-Graduate Planning and/or Placement: Graduation - 16 credits minimum, but grade level in basic skills also considered. We work through parents for job placement and follow up since all of our students return to their home areas following their stay here. A Guidance Supervisor has weekly meetings with those students approaching graduation. At these meetings, values, goals, and career possibilities are discussed.

Evaluation: Program is highly individualized so there is an overall design for each student viewed in terms of our objectives. The objectives are determined by each student's behavioral and academic characteristics. The students are evaluated by their tutors and teachers on the basis of the objectives.

CORE COLLECTION

INSTRUCTIONAL MATERIALS

This core collection of instructional materials can serve as a foundation for the establishment of a resource room or a learning resource center collection in secondary and vocational education for the handicapped. The listing is not all inclusive, but rather is intended as an initial resource for the development of a materials collection.

The materials which follow are arranged in seven instructional content areas: Consumer Education, Driver Education, Language Arts, Mathematics, Science, Self-Development Skills, and Vocational Education.

The publishers can be found in parenthesis following the title. To obtain the publishers' address, consult the alphabetically arranged Publisher's Index at the back of this Guide.

Although prices have been provided, entries should be checked for accuracy with the publisher.

CONSUMER EDUCATION

PERSONAL READING MODULES (Relevant Publications) Booklets

This series may be used with the slow learner. Topics concentrate on social adaptation and consumerism. Titles include: How to Get and Hold a Job; How to Read a Map; Making and Keeping Friends; Financing a Car; Buying a Used Car; Selling an Idea; Reaching the Age of Responsibility; Consumerism; How to Handle Money; Interest; You and the Law; What You Should Know About Insurance. Each module consists of sufficient books for class use and accompanying skill sheets. Price per module: $31.75; skill sheets alone $6.95.

CONSUMER EDUCATION (Interpretive Education) Sound Filmstrip

A basic, realistic sound filmstrip program to acquaint the students with tags and labels, shopping values, shopping tips, and how to read ads. For the slow learner, or learning disabled student. Five full color filmstrips; five audio cassette tapes; one manual. Price: $78.95

ACCENT/FAMILY FINANCES (Follett) Booklets

Used for slow learners, learning disabled, or the retarded adolescent. Titles include: Just Married; Family of Five; On Your Own; Head of the Household. Reading level 5.0-6.0. Interest level, grades 11-12. Price: $.99 per book; $1.65 for the teacher's guide.

CONSUMER AT LARGE (Coronet Instructional Media) Sound Filmstrip

Educational level, 9-12. This is a two-part sound filmstrip series that may be utilized at all levels with all handicaps. Titles include: Budget Blues; Everyday Shopping Savvy; Buying the Big Ones; Shopping for Service; Cash or Credit; Nurturing a Nest Egg. Price: $58.00 (records); $73.00 (cassettes).

CONSUMER EDUCATION MINI UNITS (Changing Times) Kit

Educational level, 9-12. Titles include: Nine Commandments for Smart Shoppers; Here's How to Spend Less for Food; The High Cost of Driving; The Art of Buying a Car; Used Car Dealers; Can Advertisers Back Up Their Claims?; How to Establish Credit-Ability; The Hard Facts About Easy Credit; Warning! Double Check Those Credit Accounts; New Rules That Protect Your Credit Rating; How to Pay Less for an Auto Loan; etc. Each unit includes 40 pages of an updated booklet, transparency, spirit-master, and teacher's guide. Price: $12.00 per unit.

CONSUMER EDUCATION MULTI-MEDIA KITS (Changing Times) Kit

Educational level, 9-12. This series is best utilized by entire classes. Each unit includes books, wall charts, student files, transparencies, resource list, games, etc. Titles include: Money Management; The Market Place; Consumer Law; Insurance; Saving and Investing; Housing. Prices range from $49.50 to $79.50 per unit.

CONSUMER EDUCATION: SIMULATION GAMES (Changing Times) Game

Educational level, 9-12. Fun in learning about consumerism. Titles include: Budgeting Game; Swindle; Consumer Redress; Share the Risk; Invest; Househunt. Price: $8.95 per game.

CONSUMER EDUCATION SOUND FILMSTRIP KIT (Changing Times) Kit

Educational level, 9-12. Titles include: So You Want to Use Credit; So You Want Wheels; Let's Go Shopping; Typical Gyps and Frauds; Justice in the Market Place; Banking and Banking Services. Each filmstrip and record: $43.00. Each filmstrip and cassette: $47.50.

ACCENT/CONSUMER EDUCATION (Follett) Booklet

Reading level, 7-9, Interest level, 11-12. Consumer education material designed to help student learn to handle his money and other assets wisely. Titles include: Law for You; Understanding Consumer Credit; Knowing How to Budget and Buy; Insuring Your Life, Income, and Property. Price: $1.29 per booklet.

APARTMENT HUNTING SERIES (Interpretive Education) Sound Filmstrip

This series takes the secondary EMR student through the step by step process of looking for an apartment to the explanations of different types of leases and the questions he/she should ask about the size, etc. of the apartment. Price: $78.95

TRANSPORTATION - HOW TO SELECT TRANSPORTATION (Interpretive Education) Sound Filmstrip

This high interest program geared especially for the secondary special education student explores the various means of transportation available and also shows the ways to cut the cost of transportation. Contains one color filmstrip, cassette, and teacher's manual. Price: $18.95

DRIVER EDUCATION

KNOW YOUR SIGNS - BE A BETTER DRIVER Booklet/Filmstrip
(Frank E. Richards)

A booklet and color filmstrip series for Driver Education whose purpose is to develop basic sign recognition for the beginning driver. The color filmstrips graphically show a wide variety of traffic control and warning signs. Multiple sign situations and U.S. standardized signs are shown. Price: Booklets vary from $1.25 - $2.25. Filmstrips: $10.00

DRIVER'S EDUCATION (Interpretive Education) Filmstrip Series

Good for classroom and individual study, the color filmstrips, cassette, workbooks and teacher's manual program is geared for the EMR student. Areas covered are: Basic Signs, Traffic Laws, Pavement Markings, Speed Laws, Pedestrian Responsibility, Prohibitive Parking. Price: $174.95. Individual workbooks: $2.25 each.

VOCATIONAL ENGLISH I (Globe) Booklets

A book written for the student who is primarily interested in learning a trade. The language and instructions are kept simple and nontechnical. The eight units presented in this volume are: Why the Worker Needs English; The Dictionary; The Sentence; Common Mistakes; Expressing Yourself; The Paragraph; Friendly Letters; and Technical and General Terms. This book was written for the student with reading difficulty. The reading level is 5th grade. Price: $3.60 per booklet.

VOCATIONAL ENGLISH II (Globe) Booklets

Volume II is designed to be used either as a follow up of Volume I or as a separate entity. The units presented in this volume are: How To Succeed At Your Trade; The Trade Magazine; Common Mistakes in Grammar; Expressing Yourself; Business Forms; Communication; Getting Along With People; The Dictionary; The Use of Leisure Time; and Spelling. The reading level has been kept low. Price: $3.80 per booklet.

VOCATIONAL ENGLISH III (Globe) Booklets

At a slightly higher reading level, the last two units are specifically for the world of work. It contains the following units: Gaining Reading Skills; Getting the Most From Your Newspaper; Another Look at Words We Use; Using the Library; Business Letters; Parliamentary Procedure; Building Vocabulary; Straight Thinking; Industrial and Business Forms; Job Planning. Price: $4.00 per booklet.

ACTION UNIT (Scholastic) Kit

This comprehensive supplementary reading program was developed for secondary students reading at grade levels 2.0-4.0. Incorporates basic word attack and reading comprehension skills into an intensive 18 week program of reading, role playing, discussion and writing. Kit contains an LP record, unit books, related posters, and a teacher's guide which includes instructions on teaching reading to seriously retarded readers. Price: $129.50 per unit.

READING INCENTIVE LANGUAGE PROGRAM (Bowmar) Booklets

This is a comprehensive low vocabulary, high interest reading program which has been designed to involve the "turned off" student and to provide sequential skill development.
Price: $475.00

MERRILL MAINSTREAM BOOKS (Charles E. Merrill) Booklets

Reading levels in each book: 4.0-7.5. Interest level: Grades 7. Paperback anthologies designed primarily for teenagers whose experience and backgrounds have kept them out of the social and education mainstream. Price for each book ranges from $.50 to $1.65.

MERRILL MAINSTREAM EXPANDED CASSETTE LIBRARY (Charles E. Merrill) Cassettes

Twenty-eight Cassettes (20 cassettes to accompany the
5 Mainstream Books - 4 each
4 cassettes that comprise the Mainstream Study Tapes
4 cassettes that comprise the Literature Tapes)

Price: $262.50

SCOPE/SKILLS EXERCISE BOOKS (Scholastic) Workbooks

The scope skills books are divided by area to improve reading, word attack, study, language, or job skills. They may be utilized for any disability area. The series is subdivided into Reading Skills; Word Skills; Study Skills; Job Skills; Speed Reading Skills; and Language Skills. Reading levels, 4.0-6.0. Prices range from $.90 to $1.50.

SPECIFIC SKILL BOOKLETS (Barnell Loft, Ltd.) Workbooks

Supplementary activities to reinforce reading skills through drill. An answer key for each book is available at $.10 each. Reading level, 1.0-7.0+. Titles included are: Detecting the Sequence; Using the Context; Working with Sounds; Locating the Answer; Getting the Facts; Drawing Conclusions; Following Directions; Getting the Main Idea. Price is about $1.00 per book.

RACING WHEELS SERIES (Benefic Press) Booklets

Interest, 4.0-12.0. This series may be utilized to improve reading skills for adolescents with any disability.
Price: $13.32 per set of six books.

SPORTS MYSTERY SERIES (Benefic Press) Booklets

Interest level, 4.0-12.0. This series may be utilized to improve reading skills for students with any disability and as a supplementary reading program. Complete set: $16.56

RELUCTANT READER LIBRARIES (Scholastic) Booklets

Reading level, 4.0-8.0. This high interest, low vocabulary level paperback library covers a multiplicity of topics of interest to adolescents. Senior Library A and Senior Library B consist of 25 books each. Price: $22.50 per library set.

REAL STORIES: A CASSETTE WORKSHOP (Globe) Booklet/Cassettes

This program will individualize the reading program. They are intended for learning not testing. Comprehension skills are: identifying main ideas, sequencing, cause and effect, and making inferences. Set A: 6 cassettes, 21 study sheets - Price: $55.00. Set B: 6 cassettes, 21 study sheets - Price: $55.00.

SPELLO (Ideal) Game

Suitable for all age levels. A challenging word game to build basic sight vocabulary. Price: $10.00

YOUR PERSONAL BUSINESS (New Readers Press) Booklets

Reading level, 3.4 & 3.7. Particularly suitable for slow learners.

Unit I: Telephone and Telegraph - contains lessons on using both.

Unit II: Letters and Announcements - Contains lessons on writing all kinds of letters.

Price: $1.50 each

MATHEMATICS

ADDITION: DOLLARS AND CENTS (Wollensak) Cassette/Worksheets

Explains the addition of simple money values centered on ordering common snacks at a restaurant and drive-in and totaling the costs. Kit includes: 1 cassette, student response worksheets, teacher's guide. Price: $9.95

NUMO (Midwest) Game

Twenty-six different bingo games at 26 different levels of difficulty. Price: $14.95

MONEY HANDLING - HOW TO MAKE CHANGE (Interpretive Education) Sound Filmstrip

A high interest, practical program geared to the EMR student. The color filmstrip with cassette and teacher's manual reviews the basic coins and combinations in which they are used daily. Life situations make this a good basic program designed to help develop the money handling skills of the student. Price: $18.95

MASTERING ARITHMETIC FACTS (Merrill) Kit

Comprised of 20 cassette tapes, five 16-page study booklets, and a teacher's guide, this program has been designed for individualized instruction in reinforcement skills, remedial work and enrichment. Cost: $175.00

LEARNING SKILLS SERIES (Webster/McGraw-Hill) Workbook Kit

Educational level, 4-12. A programmed series for all handicaps. Includes: Acquiring Arithmetic Skills; Building Arithmetic Skills; Continuing Arithmetic Skills; Directing Arithmetic Skills; Teacher's Manual; Placement Tests (Dup. Masters) Books; Teacher's Manual; Placement Tests. Price: $2.97 each student; $1.32 test; $3.96 teacher's manual.

THE USING MONEY SERIES (F. E. Richards) Workbook

Educational level, 4-12. The utilization of money and its meaning. All handicaps. Four workbooks: Book I Counting My Money; Book II Making My Money Count; Book III Buying Power; Book IV Earning, Spending, and Saving. Price: $1.35 each.

USING DOLLARS AND CENTS (Fearon) Booklet

Educational level, 4.9. Explains the utilization of money. All handicaps. Price: $1.80 book.

BEGINNING MATH CONCEPTS LEARNING MODULE (SVE) Kit

This multi-media kit helps to make fundamental concepts of math meaningful. May be utilized at all levels with all disabilities. Complete kit includes: 12 filmstrips, 6 cassettes, 12 guides, 12 cassette/response card lessons, mini-prints, 30 numberlines, 2 board games, shapes and colors, floor game, 44 flash cards, 4 geometric shapes, 10 math lab books. Price: $310.50

USEFUL ARITHMETIC, VOL. I (F. E. Richards) Booklet

Educational level, 7-12. Developed for Special Education. Contents: Grocery Bill; Buying Household Goods; Buying Clothes; Comparing Prices. Price: Paperbook $1.50; Teacher's Key $2.50.

USEFUL ARITHMETIC, VOL. II (F. E. Richards) Booklet

Educational level, 7-12. Figuring Discount; Workweek and Pay; Percentages; Paying Loans. Price: Paperbook $1.50; Teacher's Guide $2.50.

LEARNING ABOUT MEASUREMENT (F.E. Richards) Workbook

Worktext. Partial Contents: Kinds of Measurement, Tools of Measurement; Ruler, Liquid Measurement, Temperature, Time, and Tables. Price: $1.50

LEARNING ABOUT TIME (F. E. Richards) Workbook

Worktext. Clock with movable hands. Partial contents: The Face of the Clock; Telling and Writing Time; Clocks and Roman Numerals; Writing a Date. Price: $1.50

TELLING TIME IS EASY (Eye Gate) Sound Filmstrips

How to write time, use a digital clock, identifying days of the week. Six filmstrips, 3 cassettes, teacher's guide. Price: $52.60

MODERN MATH FUN BOOK (Cuisenaire) Booklet

Filled with games and puzzles to challenge math skills. Price: $3.95

MONEY MAKES SENSE (Fearon) Kit

Designed for EMR, slow learners, and remedial math. Materials developed through prevocational experiences. Price: $3.00/Book

FLANNEL FRACTIONAL PARTS (Cole Supply) Kit

Flannel Board Set. Price: $3.25

FRACTION DISCS (Cole Supply) Kit

Two plastic trays with fractional pieces. Price: $3.25

NO READ MATH ACTIVITIES (Midwest) Kit

This is a key sort activity set divided into three volumes with 198 cards in each. Covers all basic functions, fractions, probability, and statistics. Volumes I, II, & III. Price: $29.00 per volume.

BOTTLE CAP MATHEMATICS (Midwest) Text

Four reading levels: No Read, Lo Read, Medium Read, and Hi Read. This text has 90 activities done on all four reading levels. All work is nongraded. Addition facts, multiplication, integers, fractions, and number theory. Price: $6.95

SCIENCE

PATHWAYS IN SCIENCE (Globe) Text/Workbooks

Grade level, Junior & Senior High School. Reading level, 5-6.

A science program with simplified sentences, short paragraphs and short lessons. Exercises to strengthen reading and study skills. A series of 12 laboratory workbooks which accompany the 12 Pathways in Science texts are also available at $.75 each. The text series consists of books 1, 2, and 3 in the following areas: Earth Science, Chemistry, Physics, Biology. Price: $2.40 per text.

PATHWAYS TO HEALTH (Globe) Booklets

A new series of six individually bound texts ideal for use with the slow-to-average learner. Written on a low level with a mature appearance. Titles cover: Facing the Facts; Protecting Our Environment; Battling Diseases; Avoiding Accidents; Improving Your Human Relations; Inquiry. Price: Approximately $1.65 per book.

ME NOW (Hubbard) Kit

This program on the basic human body functions, including reproduction, was designed for special and learning disabled students, ages 10 to 13. It is also suitable for the older TMR student. ME NOW uses a functioning torso model, including removable organs, film loops, posters, pictures, worksheets, and oral inquiry techniques that minimize needs for reading skills. Price: $524.00

ESTIMATING: A SCIENCE PROCESS (Wollensak) Kit

This kit, consisting of a Teaching Tape (cassette), student response worksheets and Teacher's Guide, builds learner's understanding of and skill with practical applications of estimating: size, time, and distance. Price: $9.95

THE WEATHER AND US (F. E. Richards) Booklets

Two books, written for Special Education secondary students, provides information on topics such as: How Weather Affects Us, Weather Reports, Listening to Weather Reports, Causes of Weather, A Weather Map, Seasons, etc. Price: $.85 per booklet.

EARTH-IN-SPACE FLANNEL AID (Cole Supply) Flannel Board

A flannel board which includes cut outs of all planets in the solar system, the moon, sun, comets, atmosphere, and instructional brochure. Price: $3.25

ECOLOGY POSTER CARDS (Cole Supply) Photographs

This is a series of 20 full color enlarged photographs which present man's relationship to his physical environment. Price: $3.50

COPING WITH MENSTRUATION (National A-V Center) Kit

Originated by the Fox Valley Special Education IMC, Oshkosh, Wisconsin and reissued by NCEMMH, 1975, this sound filmstrip and transparency kit broaches a necessary self-care area often neglected by commercial distributors. Price: $18.00
NAC Order #007714.

SELF-DEVELOPMENT SKILLS

ACCENT/PERSONALITY (Follett) Booklets

Reading level, 3-4, Interest level, 7-9. A social skills and self-development series helpful to slow learners. Titles include: You and They; You Are Heredity and Environment; Taking Stock; You and Your Needs. Price: $.90 each, $1.65 for the teacher's guide.

SOCIAL LEARNING CURRICULUM (Merrill) Kit

Educational level, 4-9. Designed for special students. Covers the following: Perceiving Individuality; Recognizing Interdependence; Recognizing the Body; Recognizing and Reacting to Emotions; Recognizing What the Senses Do; Communicating With Others; Getting Along With Others; Identifying Helpers; Maintaining Body Functions. Kit contains: phase books, stimulus pictures, spirit duplicating books, assessment record charts, overhead transparencies, supplementary teacher's books, teacher's guide, scope and sequence chart. Price: $195.00

THAT'S LIFE: EXPLORING TODAY'S PROBLEMS (Coronet) Sound Filmstrip

Educational level, 7-12. This sound filmstrip series explores current issues and is applicable for all handicapped adolescents except the severely retarded. Titles include: Turning On (Drug Abuse); What to Do (Decision Making); Deadly Secret (VD); Where Did Yesterday Go (Alcoholism); Other Places and Faces (Coping); Playing the Angles (Deception). Price: $84.00

SOCIAL PERCEPTUAL TRAINING KIT FOR COMMUNITY LIVING (Educational Activities, Inc.) Kit

This kit provides a tested program for teaching this population to "read", understand, and respond correctly to the many signals and cues he must master to live and work in today's society. For trainables, educables, MRs, and slow learners. Kit contains: 1 book (contains 50 lessons), 425 photographic slides cassette, 31 drawings for spirit master preparation. Price: Kit $225.00, spirit master booklet $7.95.

FAMILY LIFE (Frank E. Richards) Text

Family Life consists of two social adjustment textbooks prepared for use with EMR students in their last year of high school. Covers marriage, apartment finding, furniture purchases, budgeting, being out of work, moving, insurance, in-laws, etc. Price: Texts $2.00, Workbook $1.50 each.

SELF-CARE SERIES (FEMALE) (Interpretive Education) Sound Filmstrips

This series shows exactly the procedures that young women should go through to keep up good personal grooming.
Price: $78.95

SELF-CARE SERIES (MALE) (Interpretive Education) Sound Filmstrips

Functional basic information is presented step-by-step. This program was designed to meet the needs of adolescent young men with the minimum expenditure of time and money.
Price: $78.95

SOCIAL STUDIES

YOUNG AMERICAN SERIES, REVISED (Fearon) — Booklets

This series offers any handicapped student a survey course in social studies. Reading level, 2.7-3.9. Titles include: In Your Family; In Your Community; In Your State; In Your Country; Know Your Rights. Price: $.90 each.

RULES AND RIGHTS (Fearon) — Booklets

Educational level, 7-12. May be utilized by any handicapped adolescent. Juveniles Have Rights, Too; You Can Change the Law. Price: $2.01 each.

HOW TO VOTE (Wollensak) — Kit

Educational level, 10-12. This set includes possible choices of political party affiliation, reaction to candidates and issues and the importance of an individual's vote. Teaching Tape Kit, 1 cassette, student response books, and teacher's guide. Price: $9.95

VOTING: UNDERSTANDING THE ISSUES (Wollensak) — Kit

Educational level, 10-12. The necessity for thought and understanding in voting and the value of the individual vote are emphasized. Teaching Tape Kit, 1 cassette, student response worksheets, teacher's guide. Price: $9.95

URBAN LIVING POSTERS (Cole Supply) — Posters

Educational level, 3-8. Presents examples of congestion, facilities, land use, centers, and modes of transportation. Price: $3.50

GRAPH & PICTURE STUDY SKILLS KIT (SRA) — Kit

Reading level, 4-6. Helps students read and interpret illustrative materials such as: photographs, editorial cartoons, graphic data, charts and diagrams. Price: $116.45 for kit.

KNOW YOUR WORLD (Xerox) — Periodical

Educational level, 2-3. For the 10-16 year old slow learner. Reports on cars, stars, news and sports, etc., and stresses comprehension and interpretation skills. Consists of a periodical and teacher's guide. Price: $1.95 per year.

OUR UNITED STATES (New Readers Press) Text

Reading level, 3.0-4.0. This is a high interest, low vocabulary text designed as supplementary material for social studies classes in upper level grades which includes many illustrations, photographs, and maps. Materials cover the history, geography, and industry of each of the fifty states. Price: $2.00

VOCATIONAL EDUCATION/CAREER EDUCATION

VOCATIONAL READING SERIES (Follett) Booklets

Educational level, 4-6; Interest level, 9-12. This series offers the slow learner or retarded adolescent an excellent look at the world of work. Titles include: Delso Sisters, Beauticians; John Leveron, Auto Mechanic; Marie Perrone, Practical Nurse; Millers and Willie B., Butcher, Baker, Chef; Anita Powers, Office Worker; Teachers Guide, Revised. Price: $1.44 each.

FINDING A JOB SERIES (Interpretive Education) Sound Filmstrip

The students learn what having a job means, how to look, how to dress and groom and what to do during a job interview. Series includes: 5 full color filmstrips, 5 audio cassette slides, 1 teacher's manual. Price: $78.95

MY JOB INTERVIEW GUIDE (Janus) Booklet

Reading level, 2.6; Instructional level, 7-12. A frank discussion of the do's and don'ts of a job interview. Price: $1.95

FINDING A JOB SERIES (Guidance Associates) Sound Filmstrip

The program consists of five filmstrips and three cassettes, designed to aid students in finding and getting a job. Included are sections on what having a job means, how to look for a job, why grooming is important in finding a job, what to do in a job interview situation and what personnel directors expect from job hunters. Teacher's manual included. Price: $78.95

APPLICATIONS AND FORMS SERIES (Interpretive Education) Sound Filmstrips

This set of five filmstrips and five cassettes is designed to provide a step-by-step approach to filling out employment applications, social security and other forms. Student workbooks help reinforce concepts learned. Teacher's manual and 20 student workbooks included. Price: $115.00

BANKING SERIES (Interpretive Education) Workbooks

This series is a low vocabulary, high interest program designed to meet the needs of EMR students entering the world of work. The series gives students an understanding of bank functions, including how to open a savings account, how to withdraw money, filling out and using checks, and using bank forms and services. Teacher's manual and 20 student workbooks included. Price: $119.00

VOCATIONAL ENTRY SKILLS FOR SECONDARY STUDENTS (Academic Therapy) Workbooks

This one year training program for secondary LD students covers vocational academics, resources, employer relations, job preparation, and job skills training. It includes a teacher's manual and student workbook. Teacher's manual: $10.00; Student workbook: $3.50 each, set of 10 - $30.00

MY JOB APPLICATION FILE (Janus) Booklet

Reading level, 2.5. Written for the slow learner and other special needs students. Developed as a step-by-step progression of activities related to finding a job. Price: $1.95

ACCENT/JOBS AND JOB MODELS SERIES (Follett) Booklets

Reading level, 5.0-6.0; Interest level, grades 10-12. A good resource series for slow learners or EMR adolescents. Titles include: Paycheck; Retail Salesclerk-Yardgoods; Service Station Attendant. Price: $.90 per book; $1.65 for the teacher's guide.

TURNER CAREER GUIDANCE SERIES (Follett) Booklets

Reading level, 5.0-6.0. Best utilized by the slow learner or retarded population. A series of six booklets and teacher's guide. Titles include: Wanting a Job; Training for a Job; Starting a Job; Looking for a Job; Holding a Job; Changing a Job. Price: $.90 each booklet, $1.50 for teacher's guide.

THE WORLD OF WORK SERIES (Bilingual) (Educational Design) Kit

The instructional approach of this series can be used with a wide range of skill levels, since high reading or verbal skills abilities are not required. Attitudinal skills and communication skills are emphasized. The components are: World of Work I, On the Job; and World of Work II, Getting a Job. Price varies according to English or Spanish version and unit number.

OFFICE WORKER SERIES (Interpretive Education) Sound Filmstrip

Provides students with a view of the inner workings of a business office. Five sound filmstrips cover the topics of: 1) Using the Telephone, 2) Taking Messages, 3) Using the Alphabet for Filing, 4) Getting Along with Fellow Workers, 5) Business Manners. Price: $78.95

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PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE CONNECTICUT		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Celentano School	8					x T									x				x	
Individualized Vocational Exception Educational Program	10	x	x	x	x	x E			x	x	x						x	x	x	
Learning Center	13		x	x	x														x	
Multi-lingual Multi-cultural Center	15												x						x	
NARES - Ellis Technical Program for Learning Disabled High School Students	17				x									x				x	x	
Project SEARCH	19		x	x	x										x					x
Project S.T.E.P. (Seniors Tutor for Educational Progress)	21	x	x	x	x	x E	x			x	x	x			x	x	x		x	

PROGRAM STATE CONNECTICUT	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Vocational Occupational Program for the Exceptional Child (VOPEC)	24	x				x T	x	x	x	x	x	x			x	x	x	x		
Youth Services Training Program	26	x	x		x	x	x	x	x	x	x	x		x	x	x	x	x		

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE MAINE		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Bangor Regional Learning Center	28		x	x	x					x	x	x			x	x	x		x	
Bangor Regional Rehabilitation Center	30	x	x		x	x	x	x	x	x				x	x	x	x	x		x
Gorham High School Resource Room	32					x E				x				x	x				x	x
High School Resource Room, Cape Elizabeth	34	x	x		x									x	x				x	
Job Exposure & Training Program Bangor High School	36					x E								x	x			x		
Opportunity Room, Marsh High School, Eliot	38		x	x	x	x E								x			x		x	
Project Equilibrium	40	x	x	x	x	x	x	x	x	x	x	x		x	x	x				x

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE MASSACHUSETTS		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Ace Program of Lexington High School	42		x	x														x		
Association for Mentally Ill Children Day School (AMIC Day School)	44		x	x	x	x				x	x	x				x	x		x	
Career Readiness Program	46			x	x	x E		x						x			x	x	x	
The Center for Alternative Education (Phase I)	48		x	x	x									x	x					x
The Center for Alternative Education (Phase II)	51		x	x	x									x	x		x		x	x
The Clarke School for the Deaf	54							x							x	x	x		x	
Cotting School for Handicapped Children	56	x					x							x	x	x	x	x	x	

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE MASSACHUSETTS		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
EDCO Secondary Education Program for the Hearing Impaired	58							x								x		x	x	
Enrichment Center, Belcherton Jr.-Sr. High	60		x	x	x									x	x	x			x	x
Hampshire College Alternative Learning Program	62		x		x	x E				x	x			x				x	x	
Landmark School	64				x									x	x				x	
Perkins School for the Blind	66						x		x					x	x	x	x	x	x	x
Special Needs Department, Joseph P. Keefe Regional Vocational-Technical School	69	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	
Student Advocacy Program	72	x	x	x	x	x E				x	x			x	x		x		x	

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE MASSACHUSETTS		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Student Work Occupational Program	74		x	x		x								x	x		x	x	x	
Work Opportunity Center	76	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE NEW HAMPSHIRE		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Crotched Mountain Center	79	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Hood Junior High Resource Team	82	x	x	x	x	x E	x			x	x			x	x	x	x	x	x	x
Prevocational Training Program	85	x				x				x					x	x	x			
Tutorial Program, Kearsarge Regional High School	87	x		x	x	x E	x		x	x		x		x				x	x	
Vestibule Program	90				x		x	x	x		x			x	x	x		x	x	x

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE NEW JERSEY		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTH-ER
All Children Totally Involved Exercising (ACTIVE)	92	x	x	x	x	x	x	x	x	x	x	x		x	x	x				x
Alternative High School Program	95		x	x										x	x				x	
American Institute for Mental Studies, The Training School	97	x	x	x	x	x	x	x	x	x		x			x	x	x	x	x	
The Bancroft School & Community	99	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	
Career Development Program	102	x			x	x E									x			x		
Center School (Essex County Hospital Center)	104		x			x E									x	x	x		x	
Marie H. Katzenbach School for the Deaf	106							x		x					x	x		x	x	

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE NEW JERSEY		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTH-ER
John F. Kennedy School, Newark	108					x T									x		x	x	x	x
North Jersey Regional Hearing Impaired Center	110				x	x	x	x	x	x	x	x			x		x	x	x	
Resource Room II and Core Curriculum	112	x	x	x	x		x	x	x	x	x	x			x	x		x	x	
St. Joseph's Vocational School	114					x	x	x	x	x	x	x		x	x		x	x	x	x
Secondary Educational Services to Visually Impaired Students by New Jersey State Commission for the Blind	117						x		x						x	x	x	x	x	x
South Brunswick High School Resource Room Programs	120	x	x	x	x	x E	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Special Education Project, West Collingswood	123					x T	x		x						x	x	x	x	x	x

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE NEW JERSEY		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Special Needs Program - Employment Orientation	125	x	x	x	x	x E	x	x	x	x	x	x		x	x		x	x	x	
Special Needs Vocational Program for the Handicapped	128		x	x	x	x		x		x	x	x		x	x			x		
Special Services in a Secondary Environment	130		x	x	x	x E	x	x		x	x			x	x	x				x
Thunder Mountain Vocational Environmental Educational Center	132		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x		x
A Total Vocational Special Needs Program	134		x	x	x	x					x	x		x	x		x	x		
Trainable Mentally Retarded - Social & Vocational Training	136	x				x T									x		x			
Work Study Program for Handicapped High School Students	138		x	x	x	x E					x	x		x				x		

PROGRAM STATE RHODE ISLAND	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Alternate Learning Project	140		x	x	x							x		x	x		x	x	x	x
Occupational Exposure	142		x			x E						x		x				x	x	
Pre-Vocational Program for Handicapped	144	x	x	x	x	x E	x	x	x	x	x	x		x	x		x	x	x	
Rhode Island School for the Deaf	147							x		x					x	x	x	x	x	
School One, Providence	149		x	x	x									x	x			x	x	
Training Thru Placement, Inc.	151	x	x	x	x	x			x			x			x			x		
Woonsocket Work Experience Program	154			x		x E						x		x			x			
Work Study Program - Transitional School, Cumberland	157				x	x E						x		x				x		

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE VERMONT		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Austine School for the Deaf	159	x	x	x		x E		x							x		x		x	x
Consulting Teacher Program - Mount Abraham Union High School	161			x	x	x E	x					x		x			x		x	
Consulting Teacher Program - Champlain Valley Union High School	163	x		x	x	x E			x	x				x	x		x		x	
The Consulting Teacher Program Windsor Jr. - Sr. High School	165												x	x					x	
Developmental Disabilities Center	168	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Diversified Occupations - Burlington Vocational Technical Center	171					x E								x			x	x	x	
Diversified Occupations - Educational Center, Essex Junction	173	x	x	x	x	x	x			x	x	x		x	x	x	x	x	x	x

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE VERMONT		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Diversified Occupations - Addison County Vocational Center	175	x	x	x	x	x		x	x	x	x	x		x	x		x	x	x	
Diversified Occupations - North Country Union High School	178		x	x		x		x		x					x		x	x	x	
Diversified Occupations, Level IV (Secondary) - Brattleboro	180					x E	x	x						x	x	x	x			
Diversified Occupations Program, Lamoille Union High School	183	x		x	x	x	x	x	x	x	x				x		x	x	x	
Laraway School	185		x	x	x												x		x	
Life Skills Activity Center	188				x T										x			x		
Operation Jobs - Diversified Occupations	191	x	x	x	x	x E	x							x	x			x		

PROGRAM	PAGE	HANDICAPPING CONDITIONS												DEGREE OF SEVERITY			PROGRAM ORIENTATION			
STATE VERMONT		PH	ED	SM	LD	MR	MH	D/HI	B/VI	SP/LI	PI	NI	O	MILD	MOD	SEV	PRE VOC	VOC	ACAD	OTHER
Pine Ridge School	194				x						x	x		x	x	x			x	

CODE FOR HANDICAPPING CONDITIONS

PH - Physically Handicapped
ED - Emotionally Disturbed
SM - Socially Maladjusted
LD - Learning Disabled
MR - Mentally Retarded
  E - Educable
  T - Trainable
MH - Multihandicapped
D/HI - Deaf/Hearing Impaired
B/VI - Blind/Visually Impaired

SP/LI - Speech/Language Impaired
PI - Perceptually Impaired
NI - Neurologically Impaired
O - Other
PreVOC - Prevocational
VOC - Vocational
ACAD - Academic